REPORT RESUMES

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A HANDBOOK FOR COORDINATORS OF PART-TIME COOPERATIVE TRAINING PROGRAMS IN TRADE AND INDUSTRIAL EDUCATION.

MISSISSIPPI STATE UNIV., STATE COLLEGE
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON

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DESCRIPTORS- *COORDINATORS, *TRADE AND INDUSTRIAL EDUCATION, HIGH SCHOOLS, *COOPERATIVE EDUCATION, *PROGRAM GUIDES, PROGRAM DEVELOPMENT, TEACHING TECHNIQUES, EVALUATION TECHNIQUES, RECORDS (FORMS), EMPLOYERS, STUDENT EVALUATION, STUDENT PLACEMENT,

AS A SOURCE OF TECHNICAL INFORMATION, THIS HANDBOOK IS TO BE USED BY PROFESSIONALLY EDUCATED LOCAL COORDINATORS IN THE DEVELOPMENT AND OPERATION OF PROGRAMS IN SECONDARY SCHOOLS. THE ORIGINAL MATERIAL WAS DEVELOPED IN 1948 BY 25 COORDINATORS. IT WAS REVISED BY TRADE AND INDUSTRIAL EDUCATION TEACHER TRAINERS, COORDINATORS, AND STATE SUPERVISORY PERSONNEL IN 1954 AND 1958. SECTION ONE INCLUDES A SUMMARY OF MISSISSIPPI STATE PLAN, REPORT FORMS, LEGAL MATERIAL, AND OTHER INFORMATION NECESSARY FOR THE ADMINISTRATION AND OPERATION OF THE PROGRAMS. THE AREAS OF RESPONSIBILITIES AND DUTIES OF THE COORDINATOR AS THEY RELATE TO THE STUDENT, EMPLOYER, SCHOOL ADMINISTRATOR, PARENTS, AND THE COMMUNITY ARE DISCUSSED. SECTION TWO CONTAINS METHODS AND TECHNIQUES FOR CONDUCTING CLASSES IN DIRECTLY AND INDIRECTLY RELATED SUBJECTS, FOR CORRELATING CLASS INSTRUCTION WITH JOB EXPERIENCES, AND FOR EVALUATING THE STUDENT AND THE PROGRAM. INFORMATION ON SECURING AND USING REFERENCE MATERIALS, SUPPLIES, AND INSTRUCTIONAL AIDS, AND SUGGESTIONS FOR THE SELECTION AND LAYOUT OF THE NECESSARY PHYSICAL FACILITIES ARE GIVEN. THE DOCUMENT IS MIMEOGRAPHED. THIS DOCUMENT IS AVAILABLE FOR $4.00 FROM CURRICULUM LABORATORY, BOX NU, STATE COLLEGE, MISSISSIPPI 39762. (HC)

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in

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DEPARTMENT OF INDUSTRIAL EDUCATION

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MISSISSIPPI STATE UNIVERSITY
State College, Mississippi

in Cooperation With

VOCATIONAL DIVISION
MISSISSIPPI STATE DEPARTMENT OF EDUCATION
Jackson, Mississippi

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A HANDBOOK FOR COORDINATORS
OF
PART-TIME COOPERATIVE TRAINING PROGRAMS
IN
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Jackson, Mississippi

SECTION I

COORDINATION

FOREWORD

Like so many industrial products in this modern age handbooks, too, become obsolete and outdated and must be revised and redesigned. Originally prepared in bound form during a 1948 summer conference conducted by Thomas A. Hankins, then a staff member at the University of Kentucky, this handbook was first revised in 1954. During a similar conference in 1958, the section on Indirectly Related Instruction was revised and considerably extended. Both revisions were made during summer sessions conducted by E. F. Mitchell, Head Teacher Trainer for Trade and Industrial Education, Mississippi State University.

Of the original group of twenty-five coordinators who prepared the first handbook, only five remain in the state program; of the six committeemen who worked on revision, only three remain. This is but one indication of changes which make further revision desirable. Other significant changes and/or trends which must be taken into account include: The Vocational Education Act of 1963; new and revised state and federal laws and regulations regarding student workers; enriched curricular offerings and revised graduation requirements in our schools; increased emphasis (by industry and business) on related mathematics, science and technology; growing national concern over high drop-out rates and the related problems of unemployed youth; increased emphasis on organized guidance programs and offerings in science, mathematics, and languages (much of which can be attributed to assistance under NDEA); industrial growth in Mississippi; increasing automation; trends toward and demands for better trained and more versatile workers; and better follow-up data to indicate the extent to which thousands of graduates profited from this program and even now follow the same occupation and/or related occupations for which they received their first training under its auspices.

It seems timely, therefore, to up-date all information regarding this program which, since 1933, has provided youth the opportunity to choose freely and enter upon careers through the cooperative efforts of home, school, shop and industry, and other community agencies.

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SECTION I COORDINATION

CHAPTER I

Introduction

The nature of the Part-time Cooperative Programs in Trade and Industrial Education is such that a continuous effort must be exerted to design new ways and means, as well as to improve upon tried methods, of accomplishing the objectives of the programs. The local coordinator bears the greatest responsibility for the program in any given situation. His success depends, to a great extent, on his ability to use methods and techniques which have been tried and proved successful. It must not be implied, however, that individual initiative and ingenuity on the part of the coordinator is not a success factor. It is through such individual abilities and efforts on the part of many coordinators that most methods and techniques have been developed.

This handbook is divided into two main parts:

> Section I includes general background information essential to coordinators in the performance of their daily tasks and the fulfillment of responsibilities for the total program of part-time cooperative training in trade and industrial education.
>
> Section II deals with the coordinator's responsibility for and role in offering directly-related and indirectly-related instruction.

An attempt has been made in the first section to include sufficient legal information to serve the basic needs of the coordinator and administrative officers of the school. For ready and convenient reference a digest of the requirements for trade and industrial education now in effect, as set forth in the Mississippi State Plan for Vocational Education, is included in chart form. However, it is strongly recommended that each coordinator should study carefully the revision of the State Plan which is currently being written to meet requirements and standards as set forth in the Vocational Education Act of 1963. He must also constantly be alert to those changes in state or federal laws or regulations which may, in any way, affect the part-time cooperative training program in trade and industrial education. Most of Section I is devoted to a discussion of other responsibilities of the coordinator and suggested techniques for starting and/or improving this program.

The successful coordinator is normally one who is able to inject into his program factors of his own personality--his individuality, initiative, special abilities, etc.--as well as to profit from the experiences of others. It is with this thought in mind that Section II is included in this bulletin. In this section are compiled descriptions of methods of and techniques for conducting classes in related subjects which have been developed and used by coordinators in schools of Mississippi over a period of years. Such a compilation is intended to serve merely as a guide in developing basic procedures. This bulletin has been termed a "handbook" which implies that it may be used much as an automechanic uses his manual--as a source of technical information. Such usage would tend to result in a certain amount of uniformity in programs throughout the state which, in many respects, would be desirable. Certainly, no coordinator should be satisfied with a program which does not provide at least for the application of the basic methods herein outlined. In fact, the successful coordinator will go beyond this point and develop additional tools and techniques to better meet the needs of his students as individuals.

In Mississippi, related instruction for part-time cooperative students may now be operated on either of two plans:

> Plan A provides for one regular class period of related instruction each day for two years.
>
> Plan B provides for two regular class periods of related instruction each day for two years.

A third plan may be used which is a combination of Plans A and B. This provides that students enrolled for the first time (juniors or seniors) should have two periods of related instruction each day. Students enrolled for the second time would be required to take only one period of related instruction each day. The coordinator, with the administrative staff, should decide which plan will be followed.

The chapters dealing with the "Use of the Study Guide" should be particularly helpful. It is through development and perfection of methods in this respect that most improvement and progress will be accomplished. The study guide is a device which, when properly used, serves as a fundamentally sound basis upon which a strong program of related instruction may be developed. The coordinator is cautioned, however, that use of the study guide, to the exclusion of all other devices and methods in directly related instruction, will tend to become monotonous to the student. Here, as in other educational processes, variety is essential; and the coordinator is responsible, as are all instructors, for providing learning experiences to meet individual needs and interests.

Special attention is directed to "Criteria By Which Related Instruction Might Be Judged." It is recommended that this approach to evaluation is basically sound and that the plan should be helpful in the continuing process of self-evaluation. In an effort to measure the effectiveness of his own program, the coordinator will no doubt see many opportunities for improvement. He may even find it helpful to seek the cooperation of others—students, faculty members, administrators, parents or employers—in evaluating certain sections.

CHAPTER II

The Development of Vocational Education

I. General Development

Vocational education began with man and must, in one form or another, continue with man as long as he exists. As vocational education improves, so will man's economic condition.

The primieval father instructed his sons in the arts of hunting, fighting, boat-building and other skills that his father had taught him so well. The scope of the information passed on in this manner was chiefly vocational since providing the necessities of life constituted, literally, the nearly full-time concern of early man.

Evidence exists that a form of apprenticeship was used in Egypt, Babylonia and some North European areas as early as 2000 B.C. But 3000 years later it became a recorded and organized program under the Merchant Guild system of England. These guilds, awarded by the ruling class in exchange for allegiance and service, were trade monopolies. Following the 1066 Norman invasion of the island, guilds developed rapidly into an economic and social force in the lower classes. With monopolistic control over a segment of trade, production, and preparation of craftsmen, guilds thrived—as did England—but became careless of their newborn powers.

It was a short step to the development of craft guilds. With increasing demands for the fruits of labor and expanded trade, both wages and prices rose. Burrough governments retaliated by importing foreign artisans and craftsmen.

This led eventually (1753) to abolition of the craft guilds due in part to the fact that they had abandoned standards for preparation of good tradesmen. Thus, the first recorded and organized program for training of working people passed into obscurity. In the meantime (beginning in 1601) the English Poor Law developed a second plan designed to train the children of the destitute and poverty stricken lower classes for some useful employment. Under the supervision of churchmen and overseers, as it was, it constituted a measure of public supervision and control--perhaps the first.

With realization of the need for better vocational education came the establishment of various trade-training institutions such as the Polytechnic School in France in 1747, the half-time schools for factory workers in England a century later, and the "instruction shops" in Russia.

Development was slow in the United States with the old indentured apprentice system being practiced for many years. Gradually, though, this method of training gave way as land grants were made to states for the establishment of agricultural schools which later included mechanical subjects. As a result of the unceasing efforts of groups of workers and educators, the people of this country began to recognize their obligations. This led to the development of our public school.

Vocational education, as such, claimed little place in the public school system until, largely through the efforts of labor groups and probably as one result of World War I, the Smith-Hughes Act was passed by Congress in 1917. This law provided for a Federal Board for Vocational Education to work with the State Boards for futherance of Vocational Education; and it provided federal funds to be used by the states in an amount equal to the state funds expended. The Federal Board for Vocational Education was disbanded and its responsibilities delegated to the U. S. Office of Education.

The George-Deen Act, passed by Congress in 1936, provided additional funds for the development of Vocational Education, and the George-Barden Act of 1946 increased the funds which were made available for use by the states. The Vocational Education Act of 1963 made provision for increased funds, expanded services and the establishment of an Advisory Committee on Vocational Education in the U. S. Office of Education.

Numerous other Acts of Congress, dating from 1862 to the present, have marked the progress of vocational education. But the Smith-Hughes, George-Deen, and George-Barden Acts and the Vocational Education Act of 1963 are of particular significance to the coordinator.

II. Mississippi's Part in the Development of Vocational Education

According to available records, Mississippi's contribution to vocational education began with the establishment, in 1820, of Mayhew Mission for Choctaw Indians. That school was probably the first agricultural and mechanical school in the state, ante-dating Mississippi State University at Starkville by sixty years.

In the early 1930's a review of individual state plans by the Federal Board for Vocational Education indicated that in most states there were inadequate provisions for meeting the training needs of smaller communities. In order to develop a plan whereby high school students could be oriented into business and industry, a meeting of selected vocational educators was held in Biloxi, Mississippi, in 1933.

In accordance with the Federal Government's practice of helping wherever possible, M.C.E. Rakestraw, Southern Regional Agent for the U. S. Office of Education, served as chairman of the conference. The Mississippians present included: M. D. Broadfoot, State Supervisor, Trade and Industrial Education;

George E. Wallace, Assistant State Supervisor, Trade and Industrial Education; and W. M. Covington, Vicksburg's local Director of Vocational Education. Also attending the conference were George Fern, Texas State Supervisor of Trade and Industrial Education, and W. J. Breit who held a similar position in Arkansas.

It was at this conference in Biloxi, in 1933, that our present Part-time Cooperative (Diversified Occupations) program was conceived.

The first practical application of this new method of training in Mississippi, took place the following year (1934) in three towns. Hattiesburg, Jackson, and Corinth claim the distinction of offering the first three Part-time Cooperative Programs designed to provide students opportunities to learn requisite skills in actual work situations on the job and at the same time to learn in the school classroom, the related information needed to make them more intelligent workers.

During the years since the conception of the idea, there has been a continuing effort on the part of vocational educators in the state to attain the ideal in Mississippi's program. To that end professional improvement conferences have been held at frequent intervals. Mississippi State University, through the State Teacher Trainer, has developed courses to prepare coordinators and state-level personnel. All have been vigorous in their efforts to attain coordinator and teacher professional improvement.

Much has been done since 1933 to help the coordinator serve students and community more effectively; but much is yet to be accomplished if Mississippi is to attain the ideal embraced by its pioneers in this program.

CHAPTER III

Laws Pertaining to the Operation of Local Trade and Industrial Education Programs

Since a part of the costs of certain vocational courses is reimbursed to local schools from state and/or federal funds, there are laws and regulations which establish requirements affecting these courses.

Because many students are employed in industrial occupations by employers who are subject to Federal Wage and Hour and Child Labor Laws, this section includes interpretations of those parts of the Fair Labor Standards Act which appear to be of significance to the coordinator. It is important that the coordinator understand that these regulations apply to students whose employers are engaged in interstate commerce or in the production of goods for such.

The coordinator should determine the significance to his program of certain provisions of the State Workmen's Compensation Law and any other laws that might be pertinent to his situation.

It seems important to point out again that laws and regulations (and their interpretations) do change and that counselers must ever be alert to such changes for the protection of cooperating employers as well as students.

THE FAIR LABOR STANDARDS ACT OF 1938

I. The Law

A. General requirements of the Wage and Hour Law

1. Minimum wage after September 3, 1963--$1.25 per hour.

2. Time and one-half pay for all hours worked in excess of 40 hours per week.

3. Minimum age of 16 years for general employment, 18 years for occupations declared hazardous.

II. Coverage of the Law

A. Occupations covered by the law

1. Occupations in any business which is engaged in interstate or foreign commerce, or in the production of goods for interstate or foreign commerce.

   NOTE: Coverage is extended to activities of enterprises where employees engage in interstate or foreign commerce, or production of goods for interstate or foreign commerce or otherwise working on goods that have been moved in or produced for such commerce, and if such enterprise is one which includes such activities.

2. Occupations in construction or reconstruction enterprises grossing $350,000 per year or more, or

3. Occupations in gasoline establishments grossing $250,000 or more per year after taxes at the retail level, or

4. Occupations in any enterprise grossing $1,000,000 or more which has some employees engaged in interstate or foreign commerce.

   NOTE: Coverage does not apply in numbers 2, 3, or 4 of the above if the enterprise is operated by the owner and members of his immediate family.

B. Occupations exempt from minimum wage and overtime provisions

1. Laundering, cleaning and repairing clothing or fabrics.

2. Production or processing of dairy products.

3. Forestry (less than 12 employees).

4. Newspaper (if circulation is less than 4000).

5. City transit systems grossing less than $1,000,000 per year.

6. Occupations involved in growth of horticultural products.

7. Occupations (unlicensed types) in hospitals and nursing homes.

III. Provisions of the Law for Sub-minimum Wage

For all "covered" occupations the minimum wage, as of September 3, 1963, is $1.25 per hour. A sub-minimum wage equalling 75% of the minimum (94¢) together with a student learner's certificate is allowed, with the further provision that a progressive wage schedule which provides an average of not less than 75% of the applicable minimum the duration of the authorized learning period.

Application for the student learner's certificate should be made to the U. S. Department of Labor, Wage and Hour Public Contracts Division, Sub-minimum Wage Section, Washington, D. C. Normally granted for one school year, the certificate may be extended to 12 months, and under special consideration, renewed for a second school year.

IV. Provisions of the Law for Hazardous Occupations

A. The minimum age for such employment is 18 years.

B. Hazardous occupations include handling, working with or around:

1. Explosives or articles containing such
2. Motor vehicle driver or helper
3. Logging, or saw, lath, shingle, or cooperage-stock mills
4. Power driven woodworking machinery
5. Radioactive substances or ionizing radiations
6. Elevators or power lifts
7. Power driven metal forming, punching or shearing equipment
8. Slaughtering, meat packing or rendering operations
9. Certain baking machines and equipment
10. Certain power-driven paper products machines
11. Brick, tile and kindred products
12. Powered circular or band saws and gilletine shears
13. Wrecking, demolishing, or shipbreaking operations
14. Roofing operations

CHAPTER IV

Mississippi State Plan for Vocational Education

Digest of Interpretations of Parts of Mississippi's State Plan for Vocational Education

I. General Requirements

The State Plan provides several general requisites for classes in which federal and state funds are used. These include: classes shall be for the purpose of fitting pupils for useful employment or up-grading them in their present employment; shall be of less than college grade; shall be under public supervision and control; shall be designed to meet the needs of persons 14 years of age and over; and it shall be determined that each person enrolled has the ability to profit from the instruction. Suitable plant, equipment, and facilities for the classes shall be provided by the local school; and maintenance expenditures by the school must be sufficient in the judgement of the State Board.

II. Local Advisory Committees

The State Plan provides that a local craft committee composed of representatives of local employer organizations, employees' organizations, and any other organization interested in trade and industrial education may be selected by the coordinator (with the approval of the local Superintendent) to serve in an advisory capacity. The committee should meet at regular intervals and at the call of the local coordinator when the need arises.

DIGEST OF INTERPRETATIONS OF PARTS OF MISSISSIPPI STATE PLAN FOR VOCATIONAL EDUCATION

III. Trade and Industrial Education NOTE: All Trade and Industrial classes are reimbursed on basis of the teacher's salary: in-school,

Type of Class	Course Character and Content	QUALIFICATIONS FOR:	
		Coordinators and Trade Teachers	Related Subject Teachers
Part-time Cooperative Training	To provde continuous training for part-time workers that will increase their civic and vocational intelligence in their chosen trade or industrial pursuit.	Plan 1. Teacher-Coordinator--A graduate of an approval teacher training program in trade and industrial education, and holds a Class A secondary teachers' certificate. Plan 2. Teacher-Coordinator--Class A teacher's secondary certificate plus a one year Class A permit and a vocational license on completion of 6 semester hours (8 quarter hours) credit earned from courses required for the standard Coordinator's Certificate. All Coordinators shall have not less than two years cumulative experience in a trade or industrial pursuit prior to employment, or an equivalent acquired through a cooperative plan with industry or shop during under-graduate training.	May qualify through either Plan 1 or Plan 2 for the Teacher-Coordinator.
Evening and Part-time Classes	Must increase the skill or knowledge of workers in trades in which employed.	1. Two years experience above the learner's level in the trade to be taught. 2. Must have had a high school education or the determined equivalent. 3. Must participate in a professional improvement program as prescribed by the State Supervisor of Trade and Industrial Education and the State Teacher Trainer for the Service.	1. Sufficient trade experience to correlate instruction. 2. Must have had technical training on the job. 3. Professional improvement as preceding.
All Day Trade and Industrial Classes: Type A	To prepare students for entrance into a trade as an advanced learner.	1. A minimum of 2 years experience as a wage earner beyond the apprenticeship level in the trade to be taught. 2. A high school education or the determined equivalent by examination. 3. A valid Miss. teacher's secondary certificate with endorsement in the trade he will teach.	Same as preceding for the trade shop instructor.
Type B	Same as for Type A	Same as for Type A	Same as for Type A
Type C	To prepare a student for entrance into a T & I occupation prior to entering employment.	Same as No. 1 for Type A plus participation in such teacher training as may be prescribed by the State T & I Supervisor.	Not applicable

normally, 50%; evening extension or adult part-time, normally, 66.66%.

REQUIREMENTS FOR:			
Student Entrance (special)	Related Study Classes	Shop Class or On-the-Job Time	Other Information
1. 16 years old or older. 2. 18 years old or older if occupation is declared hasaruous. 3. A junior or senior in high school	1. One or two class periods per day in vocational and related subjects under the supervision of the coordination 2. Contimuous instruction for a minimum of 9 months.	1. Regular employment in a trade or industrial pursuit for not less than 15 hours per week, most of which shall be during school hours and within the 9 month school year. 2. The work time shall equal, or exceed that devoted for school instruction.	1. The occupation shall require not less than 2,000 hours as a learning period. 2. The student's wage shall be comparable with that of other beginning workers in that occupation. 3. A written agreement shall describe scope of work experience related subject areas, and wages.
1. 16 years old or older. 2. Must be employed. 3. Must be able to profit from the instruction.	1. As needed to achieve purpose of the course. 2. Part-time: a. 144 hours per year, or b. Less if paid from Barden funds	None applicable	If course is conducted during leisure hours, it is termed "evening"; if during work hours, it is termed "part-time".
14 years old or older.	As needed to achieve purposes of the program—in addition to hours of shop instruction.	A minimum of 15 hours per week—3 consecutive clock hours per day on a useful and productive basis.	The course shall be offered for not less than a nine month term of school.
Same as for Type A	(See next column)	The instruction in both shop and related areas for Type B shall be combined under one teacher as a part of the shop instruction program, and shall consist of 15 hours per week—3 consecutive clock hours per day on a useful and productive basis.	
School leavers 14 years and older. 18 years and over for those still in school.	(See next column)	1. The instruction in both shop and related subjects shall be combined under one teacher or in one shop without segregation of teaching periods. 2. Time requirements as determined by an advisory committee and to meet needs of the group for such instruction.	

CHAPTER V

Duties of the Coordinator

The supervision of a part-time cooperative training program in trade and industrial education is delegated to a trained supervisor who is called a coordinator. A coordinator is an individual trained, qualified and employed to coordinate the efforts of the school, employers, the home, and all other agencies in assisting students to know their own potentialities, select realistic occupational goals, enter programs of vocational training and succeed in their chosen occupations. It should be emphasized here that the principal duties and responsibilities of the coordinator are: (1) To the students; (2) To the employers; (3) To the school administrators; (4) To the parents; and (5) To the community. These duties, stated briefly, are as follows:

TO THE STUDENT:

1. Explain the purposes and operational procedures of the program of of part-time cooperative training.
2. Make available proper information about occupations and occupational trends.
3. Assist him in making a realistic occupational choice based on an understanding of himself and opportunities available to him.
4. Make proper placement and supervise while in training.
5. Provide proper training plan for each student in cooperation with employer.
6. Prevent exploitation; work out pay-scale plan.
7. Establish progress and permanent record systems.
8. Provide adequate reference materials for directly and indirectly related study.

9. Create in the students sincerity and an interest in following chosen occupation after graduation.

TO THE EMPLOYER:

1. Interpret the program—its purposes and operational procedures.

2. Recommend students who will profit most from training employer can offer and who, at the same time, will fit best into the employer's organization.

3. With the employer develop a training plan (including related instruction) and ascertain his correct understanding and acceptance of it.

4. See that placement is justified.

5. Continually strive to further students' proper attitude toward job, employer and co-workers.

6. Provide students the proper instruction in related subjects.

7. Adjust all complaints.

8. Transfer or remove misfits.

9. Carry out systematic plan of coordination (supervision).

TO THE SCHOOL OFFICIALS:

1. Develop and maintain a clear understanding of the purpose and plan of the program—with administrative staff and faculty.

2. Establish and maintain cooperative working conditions.

3. Abide by disciplinary regulations which apply in the school.

4. Assist in planning schedules to meet the needs of students in part-time cooperative training programs.

5. Seek aid of teachers and counselors in making personal analysis or appraisal of each student.

6. Recognize that teachers also have problems.

7. Contribute pertinent data to be included in Mississippi Cumulative Record form and make own records available as deemed desirable for benefit of student, school and/or employer.

8. Seek aid in developing study materials for trainees.

9. Follow proper lines of authority in all matters.

10. Keep permanent records showing:

    (a) Number enrolled.
    (b) Number employed.
    (c) Cost of instruction.
    (d) Pay of students.
    (e) Other—as required or suggested.

11. Encourage surveys, follow-up and other studies to identify needs of both student and community.

12. Work out yearly plan and budget.

13. Make arrangements for publicity regarding the program.

TO THE PARENTS:

1. Maintain cooperative relations with parents.

2. Be able to justify placement, adjustments, or transfer of students.

3. Keep expenses of program within reasonable bounds.

4. Stress the importance of students' training in worth-while occupations.

TO THE COMMUNITY:

1. Establish a clear understanding of the program.

2. Cooperate with all public agencies.

3. Create and maintain public support.

4. Keep the public informed of progress.

5. Assemble accurate data.

6. Provide adequate training opportunities at reasonable cost.

7. Keep informed as to changing business and industrial trends.

8. Avoid stirring up unpleasant situations.

It should be re-emphasized here that the coordinator of a good part-time cooperative training program works in close harmony with school officials, employers, students, parents, and the public in general. The coordinator's versatility, tact, and initiative determine in large measure the success of any local program.

CHAPTER VI

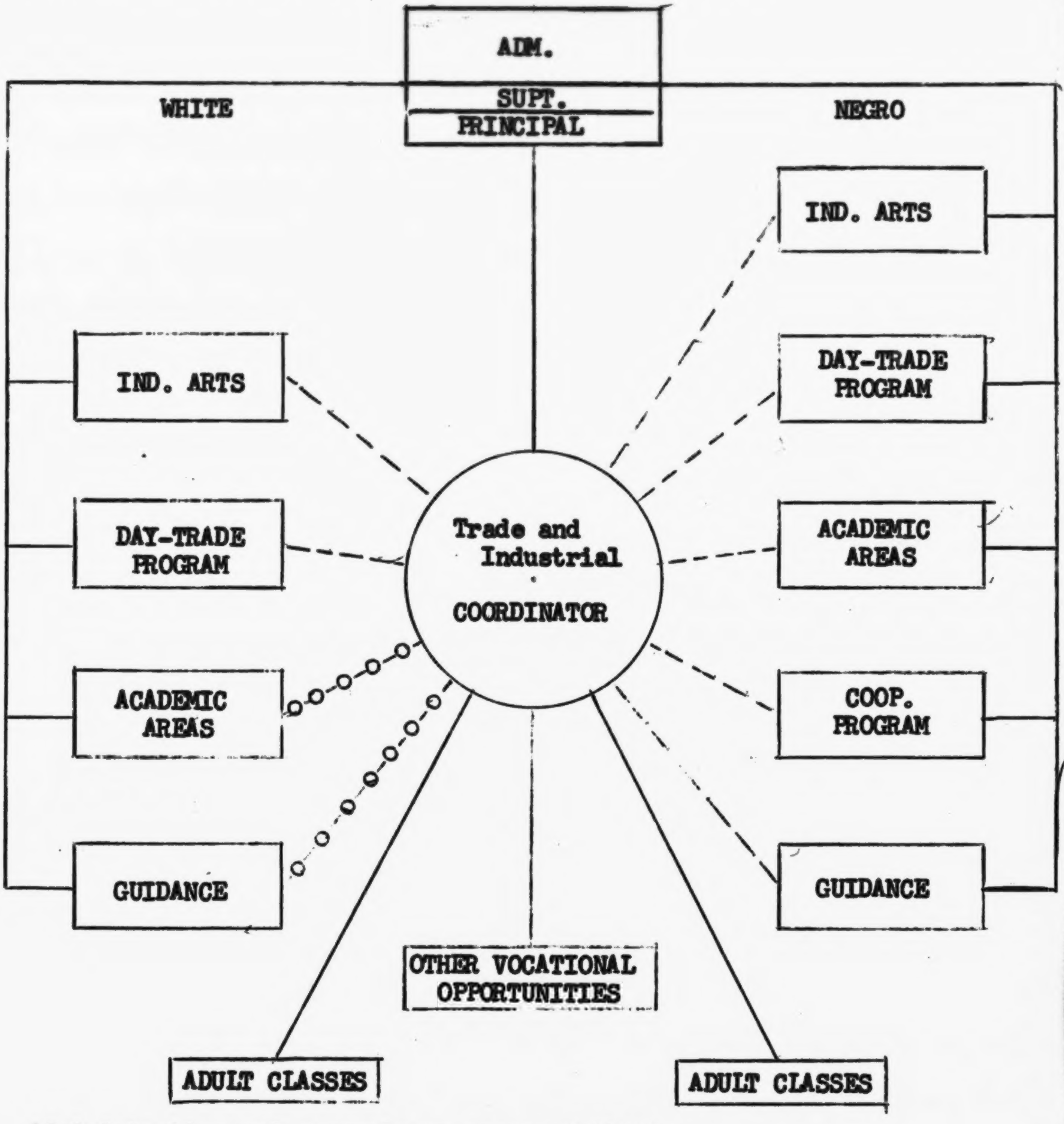
The Administrative, Supervisory, Advisory, and Correlative Responsibilities of the Coordinator

The part-time cooperative training program should be the heart of the vocational Trade & Industrial Education program in any high school. Frequently this is the only vocational program to be found in many schools. Perhaps one reason for this is that it is relatively inexpensive when compared with the cost of setting up shops and equipping them. About all that is required is a qualified coordinator, a classroom, tables, chairs, and a sufficient amount of money to provide for instructional supplies and library needs.

The coordinator's first responsibility is to see that the part-time cooperative training program is operated efficiently. In addition to this, however, he has other duties to perform. (In many schools he is also designated as the Director of Vocational Education.) Primarily, these additional duties will fall into three categories:

1. Supervisory and administrative duties
2. Advisory duties
3. Correlative duties

In the administration and supervisory areas, the coordinator normally has the direct responsibility for promoting adult classes for both whites and Negroes. He should serve as an adviser to the school and the respective teachers on the establishment and operation of the industrial arts and day-trade shop programs; and he should see that the instruction in the part-time cooperative training program is correlated with the academic instruction and the guidance activities in the school. If a vocational program in the school system is operated for Negroes, the coordinator should certainly be expected to advise the school administration on its operation. The interrelationships of these responsibilities can best be portrayed graphically as follows:


ADM.
SUPT.
PRINCIPAL
WHITE
NEGRO
IND. ARTS
DAY-TRADE PROGRAM
ACADEMIC AREAS
GUIDANCE
Trade and Industrial COORDINATOR
IND. ARTS
DAY-TRADE PROGRAM
ACADEMIC AREAS
COOP. PROGRAM
GUIDANCE
OTHER VOCATIONAL OPPORTUNITIES
ADULT CLASSES
ADULT CLASSES

Legend:
________ Administrative and supervisory responsibilities
-------- Advisory responsibility
-0-0-0-0- Correlative responsibility

CHAPTER VII

Establishing Needs Through Community Surveys

No program of vocational education will be successful unless it is founded upon the real needs of the community which, in some instances, will include the areas to which youth go to seek employment.

As the coordinator goes about his work, he should strive to determine the vocational training needs in his community as well as the effectiveness of his program in meeting these needs. If he is to do this successfully, he will need to make continuing surveys of various kinds. Those which have proved most beneficial for coordinators are of three types:

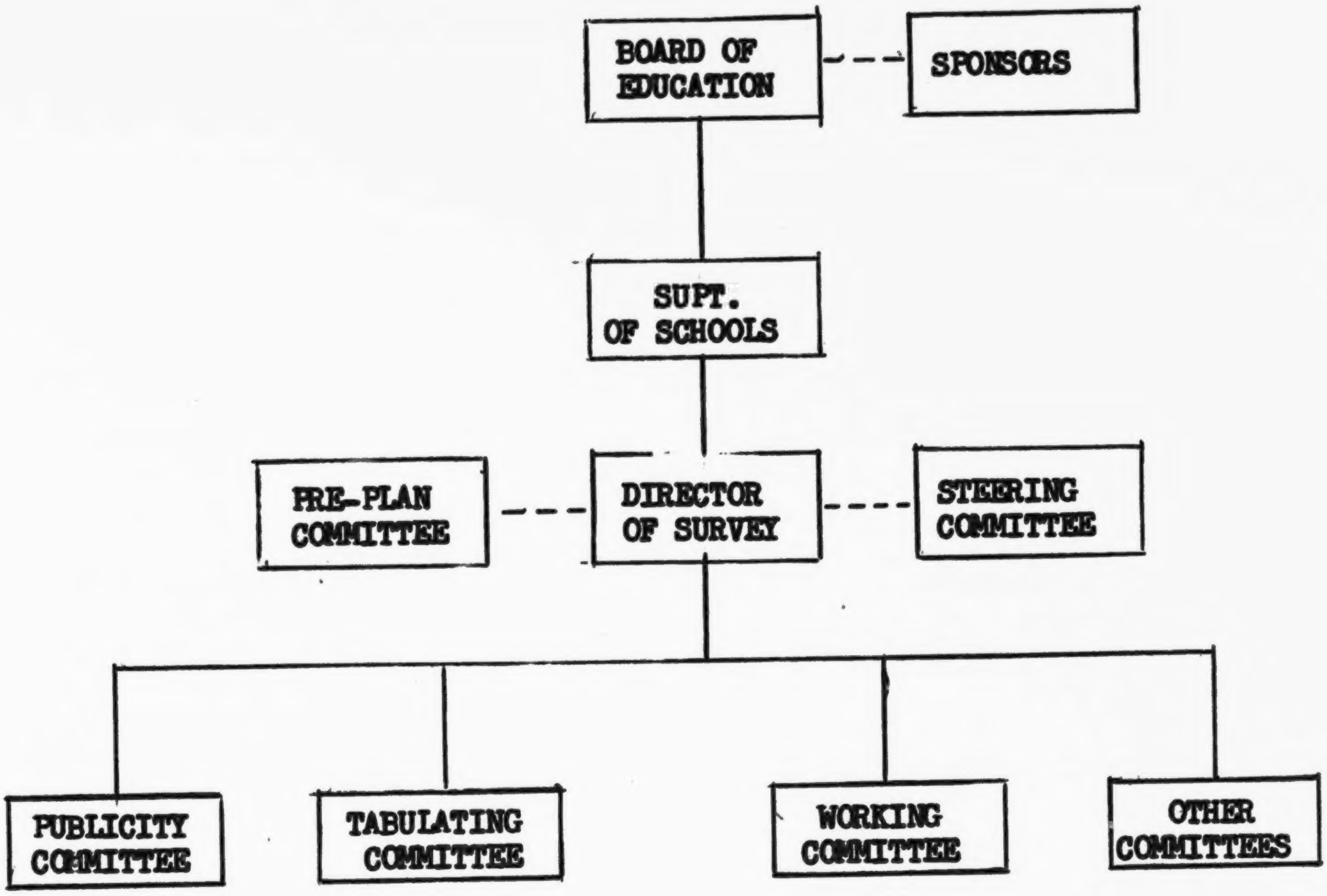
1. The Community Occupational Survey--this survey is conducted primarily for the purpose of determining kinds of occupations, types of businesses, numbers employed, need and opportunity for beginning workers, training needs, and willingness of employers to participate in training programs.
2. The Specific Occupational Survey--this survey is conducted for the purpose of discovering the training needs within a specific plant, occupation, trade, or craft.
3. The Follow-Up Survey--this is a survey to show how well trainees have performed on the job and should provide evidence of the effectiveness of the vocational training program.

Regardless of the type of survey conducted, a great deal of thought and time must be devoted to it.

Before undertaking any kind of survey, the coordinator should first consult records and reports available to him in the community agencies, organizations and businesses. One of the best sources of information is the local office of the Mississippi Employment Service Commission. Their records should indicate such as the following: current occupational trends, number of people entering and leaving each occupation, kinds of training and specific skills needed to enter various occupations, effects of automation on the labor market, and needs of new businesses and industries moving into the community. Other sources of information are Chambers of Commerce, area development committees, labor-management groups, employers, and the local newspapers.

Having ascertained the information already available, the coordinator should then determine the purpose for which a survey might be conducted and the specific types of information that must be collected. In addition, he must secure a sponser for the survey as well as the cooperation of special groups which also have an interest in such data (i.e. Vocational Rehabilitation, Rehabilitation for the Blind, etc.) Once these things are accomplished, the coordinator, with the aid of the sponsoring agency, must adequately promote the idea of a survey so that the community will cooperate in the undertaking. Without the full cooperation of the community, valid and reliable results will not be obtained.

Once the survey has had the proper promotion and the community is prepared to cooperate in the undertaking, a survey staff must be organized and trained. Probably the best way to organize the survey staff is as follows:


BOARD OF EDUCATION
SPONSORS
SUPT. OF SCHOOLS
PRE-PLAN COMMITTEE
DIRECTOR OF SURVEY
STEERING COMMITTEE
PUBLICITY COMMITTEE
TABULATING COMMITTEE
WORKING COMMITTEE
OTHER COMMITTEES

The techniques to be used in collecting the data required in the survey are no less important than the organization of the survey staff. The interviewers who collect the data must be thoroughly trained in interviewing techniques. The report forms on which the information is recorded must be planned so that they provide complete information that is not ambiguous.

During the planning of the survey some provision must be made for the tabulation of the data collected during the interviewing process since tabulation of such data is one of the most important aspects of making any survey. Those who tabulate the data should thoroughly understand what they are doing and should work under the direction of the survey director.

After the survey data have been collected, tabulated, and written in report form, the coordinator should use every means at his command to make sure that the survey is adequately and correctly interpreted to the school and community. The results should be widely publicized so that the community and school will become aware of existing needs. There are many methods which could be employed in publicizing the interpretation of the survey. The school may work through organized community groups. Written reports for release to local newspapers, radio and television stations may be employed to advantage in this respect.

If the school is unable to make a detailed survey of the community or if there appears to be no need for one, the coordinator need not feel that there is nothing that can be done about determining the needs of the community in which he works. There are many ways of making less intensive surveys of community needs. True enough, such surveys are not of the same scope as the more detailed survey, but they will give an indication of the community needs which the school must meet. Keen observation by the coordinator as he goes about the daily routine of his work will certainly increase his knowledge of community training needs.

Too much emphasis cannot be placed upon the follow-up survey. These data indicate to the school how well it is meeting the needs of the community. Such a survey should be used primarily for evaluative purposes. Every undertaking needs to be evaluated periodically, and there is no better method of obtaining a true evaluation of a vocational program than a follow-up study of those who have participated in the vocational education program.

For a more complete discussion on methods and techniques to be used in conducting a community occupational survey, the reader is referred to Community Surveys for Educational Purposes, Industrial Education Department, Mississippi State University, State College, Mississippi, 1953. This book may be obtained from the Department of Industrial Education at Mississippi State University, State College, Mississippi.

CHAPTER VIII

The Advisory Committees

A representative advisory committee, which has been carefully selected by the coordinator and the school administrators, can make a vital contribution to any program of vocational education. Programs using federal funds should be operated with the advice and counsel of a representative advisory committee. If the members of such a committee are wisely selected and the meetings are well planned, it can be of unlimited assistance to the coordinator. Each program should have a general advisory committee which will advise the coordinator throughout the year on the operation of the entire program. In addition, a trade or craft committee should be selected to advise the coordinator in planning the training for students in the various occupations which are included in the local program. Where advisory committees are not currently operating, the school administration should be informed regarding the need for them. Emphasis should be placed on their function. It must be made clear that these committees are not policy making committees. Rather they can be of considerable help in keeping the program in tune with the needs of the community and, in turn, keeping the community informed regarding specific contributions being made by the school in meeting these needs.

In planning the membership of the general advisory committee, caution must be taken to ensure that it is truly representative. The term "representative" is interpreted to mean that advisory committees shall include equal representation from labor and management and that members shall be appointed by the groups which they represent. The size of the committee may vary from three to fifteen members; but experience has proved that a committee of five members probably operates most efficiently. A suggested representative general advisory committee might be composed of two representatives of labor, two representatives of management, and one representative of the professions.

The trade or craft committee operates at its peak efficiency with two to five members who are representative of the trade or craft for which the committee is named.

The coordinator should work with labor, management, and professional groups in planning a list from which members of an advisory committee could be named. The actual selection of the members should then be made by school administrators and the coordinator. It is suggested that the "central labor committee" be requested to supply a list of names of individuals acceptable as representatives of organized labor. From this list school officials will select those whom they believe best qualified to serve as members of their advisory committee. A similar procedure might be followed in the selection of representatives from management. In the absence of management organizations, the Chamber of Commerce will serve very well as a recommending agency. Before the actual appointment of the members of the advisory committee, it would be well to determine if they are willing to serve in such a capacity. A letter of appointment (or request to serve) written by the school superintendent should be mailed to those members who are selected.

After the general advisory committee members have been appointed, an organizational meeting should be planned immediately so that the committee can actually start functioning. The time and place of meetings should be determined. The general advisory committee should be given the opportunity to suggest and approve the membership of the trade and craft committees at the earliest possible date—perhaps at the first meeting if the membership of such committees has been planned by that time.

The coordinator must exercise great care in properly orienting advisory committees. He must make absolutely certain that no misunderstandings arise as to the proper functions of such committees. He must see that each committee member properly understands that the objectives of the committee are to advise the school on operating and improving its instruction in the field of vocational education. The coordinator must orient the advisory committees so well that members properly comprehend their specific duties. The general duties of the general advisory committee, with reference to the part-time cooperative program, may be:

1. To advise and guide the coordinator in organizing, operating, and improving the program of part-time cooperative training.
2. To help determine various occupations for which there is a definite need for training.
3. To assist in job placement (selection of firms or employers).
4. To assist in selling the program and in keeping it sold.
5. To approve content material for courses.
6. To assist in the selection, placement, and follow-up of trainees.
7. To assist in obtaining the cooperation of labor, employers, and the school.
8. To recommend personnel for trade or craft committees.
9. To assist in maintaining the highest possible standards for the program.

CHAPTER IX

Selecting Occupations for the Part-Time Cooperative Training Program

No other phase of the coordinator's work is more important than the selection of the occupations in which to place student-learners who are enrolled in the part-time cooperative training program. If occupations in which students are being trained are carefully chosen, the coordinator will not find it difficult to defend his program. The diligent coordinator will develop a list of accepted occupations which he knows will meet all requirements.

After the coordinator has studied the training needs of the community, either by observation or detailed survey, he is in a better position to determine which occupations should be included in the program. Probably the best method for the coordinator to use as he goes about the selection of occupations is to develop criteria by means of which he can judge the occupations in the community. Following are suggested criteria for use in determining whether or not occupations are suitable for inclusion in the program:

I. Standards for evaluation of an occupation:

(NOTE: The "2000 or more hours" referred to below has reference to the minimum generally required by business and industry as an all-inclusive work and related study time to satisfy "learning stage requirements" of a given occupation. It would, therefore, not be a requirement that Part-Time Cooperative training provide this full training requirement. Rather this might serve as a standard, as it were, for selecting occupations to be included in the program.)

A. An affirmative answer to the following questions probably indicates acceptance:

1. Are 2000 or more hours required during the learning period?

2. Is it recognized as an apprenticeable trade?

3. Are there established company training programs requiring 2000 or more hours?

4. Are there recognized public or private school programs requiring 2000 hours or more of shop and/or laboratory preparation?

5. Is it the opinion of the concerned craft committee that 2000 or more hours is a reasonable requirement?

6. Does the occupation provide opportunity for employment after training?

B. An indefinite answer to any of the following calls for further and more careful consideration:

1. Is the occupation becoming obsolete or is there indication of such?

2. Is it now crowded or becoming automated?

3. Is it common to a broad geographical area, or is it "local" in nature?

4. Is advancement dependent on qualifications other than training and experience?

C. A negative answer to any of the following may disqualify unless overruled through careful consideration by the advisory committee:

1. Is there real opportunity for training of a part-time student?

2. Are ample instructional materials, including study guides, available?

3. Is part-time on the job feasible and acceptable to the employer?

4. Is the work involved "full-time" in nature as contrasted with seasonal?

5. Is the work involved socially acceptable in the area?

6. Will success in the occupation offer reasonable opportunity for promotion and be financially rewarding?

7. Can preparation in this field be reasonably expected to provide opportunity for promotion to, or in, a directly related field?

In addition to the above mentioned list, the coordinator must be ever mindful of the fact that some occupations have been listed as hazardous by the Fair Labor Standards Act; and persons under eighteen years of age are prohibited from working in these occupations. For a listing of these see Chapter III.

For a more complete explanation of the hazardous occupations the coordinator should contact the U. S. Department of Labor, Wage & Hours & Public Contract Division, P. O. Box 1202, Jackson, Mississippi. Upon request that office will send resumés of the portions of the Fair Labor Standards Act and amendments which pertain to cooperative part-time training programs. Even if a student is eighteen years of age, the coordinator should be very careful about placing him in a hazardous occupation since the coordinator's first obligation is to the individual student and his welfare. If a student should be injured on the job, the school would not be involved legally, but an incident of this nature would create a great deal of unfavorable publicity for the program.

Having once decided upon the criteria which will be used in selecting the occupations for his part-time cooperative training program, the coordinator should then apply them to every occupation under consideration. There are various ways in which this could be accomplished. A suggested method would be to compile the criteria in the form of check list that could be easily used. Frequently there are many occupations about which the coordinator has little information. This lack of knowledge may be compensated for by talking with labor management groups, observing employees in that occupation, studying occupational reports and surveys, and by talking with employers and employees. The advisory committee can be of invaluable assistance in evaluating the various occupations.

In selecting occupations the coordinator must be unusually careful about placing students in those over which labor unions exercise jurisdiction. Usually a satisfactory working agreement can be worked out with labor unions if the coordinator works in harmony with them.

The advisory committee should have the privilege of reviewing the occupations which the coordinator considers including in the program of part-time cooperative training. The coordinator should call a meeting of the advisory committee and present the evaluation of occupations which he has made. The advisory committee should then cooperate with the coordinator in making the final selection of occupations considered most desirable for training under auspices of this type of program.

CHAPTER X

Selection of Student-Learners

To be eligible for enrollment in the part-time cooperative training program a student should be at least sixteen years of age and be classified as a high school junior or senior. Though these prerequisites for enrollment in the program are set forth in the State Plan, they are not the only qualifications which should be considered by the coordinator in determining which students might profit most from the training offered by this program. The part-time cooperative training program in Mississippi was established on the premise that it would afford, for boys and girls, actual on-the-job training in occupations for which they have appropriate physical and mental abilities, vocational interests, aptitudes, and personal characteristics. Since this original tenet is one of the guiding principles of the program, the coordinator must strive to secure as much information as possible about each student who is being considered as a possible trainee in the part-time cooperative program.

There are many aspects of a student's life which the coordinator should study to enable him to understand more fully the student and his potentialities. The coordinator should gather information pertaining to the student's"

1. Ability to learn
2. Past achievement, including courses studied, grades received, and results of standardized tests
3. Interests, hobbies, and activities
4. Aptitudes

5. Personal-social development

6. Health status

7. Home and family background

8. Possible past work experiences

The easiest and least time-consuming method of studying individual students is through analysis of data contained in the Mississippi Cumulative Record which is required by law to follow a student from first through twelfth grade. Most schools participate in the state-wide Minimum Testing Program, and many supplement these standardized scholastic aptitude and achievement tests with standardized measures of interests, problems, and special aptitudes. All such test results should have been recorded on the cumulative record and should be studied carefully along with all other data thereon or therein.

In lieu of up-to-date cumulative records and an adequate standardized testing program the coordinator must develop techniques for collecting kinds of data listed above. These suggestions may prove helpful:

1. With cooperation of the school counselor and/or County Director of Guidance Services, select, administer, score, and interpret results of a battery of standardized tests--including:
    a. A multi-factor scholastic aptitude test
    b. A general development (or achievement) test
    c. An interest inventory
    d. One or more aptitude tests (in areas in which the student indicates interest)
2. Teachers may provide assistance by contributing anecdotal reports, checking personality traits on a rating scale, writing recommendations, participating in case conferences, etc. Since all of these are subjective techniques, more than one teacher should be asked

to evaluate each student. The coordinator, himself, should observe each student in as many situations as possible--in classes, corridors, study hall, library, assembly periods, co-curricular and outside-school activities, and during the student interview.

3. A study of the student's scholastic record to date will indicate how diligently a student has applied himself, the areas in which he has met with the most and the least successes, and whether or not he has studied the courses, if any, usually considered prerequisite to success in the occupational area for which a preference has been indicated. (Caution: low grades may indicate many things other than lack of ability. Try to determine some of these causes before refusing to admit a student on this basis alone.)
4. A questionnaire regarding health status might be completed by each student. Since students are not always aware of physiological disorders, it is a good idea to corroborate information provided by the student during conferences with parents, former teachers, school counselor, and possibly even his personal physician. Careful study should be made of the record of absences and tardies. Where there appears to be any question regarding the physical capacity of the student to do the work or the effects of the job on his health, the student may be requested to submit a doctor's report following a medical check-up.
5. The form used by the student in making application for part-time cooperative training may include questions about his home and family background. Additional information may be obtained by visiting the home and by talking with the student and members of his family. The application form may also request the student to provide information

(not recorded elsewhere) concerning hobbies, activities, previous work experiences, aims, goals, etc.

After the coordinator has collected as much pertinent information as possible about each student, he should organize and summarize these data:

1. For his own use in determining whether or not the student might profit from such a training experience.
2. As a basis for helping each applicant understand himself better in order that he might be realistic in his vocational choice.
3. To enable him to answer readily questions which a potential employer may have about the qualifications of the student.

It is imperative that the coordinator accept those students who can and will profit most from this unique cooperative effort and that he do all within his ability to place these students in training situations in which they can and will succeed. In this respect the coordinator is, in effect, a personnel manager. He owes it to the students, the school, the employers, and the community—as well as himself—to use the most pertinent, effective, and efficient student selection procedures at his command. To a great extent the success of the entire program depends on the type and qualifications of students who are placed in training situations in the community.

CHAPTER XI

The Selection of Training Stations

If the training of students in particular occupations is to be carried out in a useful and practical way, much depends on the proper selection of training agencies for such occupations. The coordinator should in no way confuse the proper selection of training agencies with the proper selection of occupations. Actually one complements the other; but the proper selection of one does not insure the proper selection of the other.

In selecting the training stations, as in selecting the occupations, the coordinator should develop criteria to be applied to each training station before he finally places students as trainees. In this instance, also, he might develop a check list which could be used in applying the evaluative criteria which he has selected. He then should apply this check list to one training station at a time. As a check list for evaluating training stations, the coordinator might use the following (or a similar one) to advantage:

TRAINING STATION: DATE:

Characteristics	Very Poor	Poor	Fair	Good	Very Good
1. The employer's attitude toward his employees	X				
2. The employer's attitude toward the cooperative training plan				X	
3. The variety of equipment					X
4. The condition of equipment		X			
5. Wages and salaries of full-time employees			X		
6. The adequacy of personnel for training purposes				X	
7. Reputation of the business	X				
8. Employer's attitude toward the public					X
9. Working conditions in the business			X		
10. Health and safety precautions taken				X	
NUMBER VALUE OF EACH RATING	2	4	6	8	10
COLUMN TOTALS	4	4	12	24	20
TOTAL RATING					64

After the coordinator has studied thoroughly all available data about each student-applicant and the occupation which the latter is best qualified to enter as a trainee has been mutually determined, the coordinator's next responsibility is that of evaluating and selecting the best possible training agency for each student. (It is assumed that the first procedure can be accomplished best as a part of the regular spring registration and the second step may be taken during the summer months.)

There are several ways in which an initial listing of possible training agencies might be made. One way to compile such a list might be for the coordinator to walk through town and write down the names of businesses which appear to be acceptable. Or he might turn through the classified section of the telephone directory or the city directory in search of the names of places of businesses in which his pre-determined list of occupations might be found. The local secretary of the Chamber of Commerce, the chairman of an area development committee, members of the advisory committee, other school staff members, representatives of civic organizations, local office of the Employment Service Commission--all these and others can be of valuable assistance in listing potential agencies. If survey data are available, the coordinator can use such reports to advantage in this selection process.

The coordinator should then apply his criteria as a means of final selection of training agencies. One way in which to do this is to visit the place of business in question spending as much time as necessary in trying to arrive at a rating for each training station. This type of evaluation may appear to be fairly superficial at first; but the longer a coordinator uses this technique the more effective he will become in evaluating training stations. In order to supplement his own personal evaluations of each training agency, the coordinator will find it helpful to confer with school officials and others who have been in the community for a longer period of time. Such people should be able to give fairly accurate estimates of the reputation of the business, previous experiences in attempts to train students, etc. Frequently they will know the employer personally and can give personal information about him. In any event the final evaluation of potential training stations should be a function of the general advisory committee. Only after he has satisfied himself that the employer's business could provide justifiable training stations should the coordinator go to the employer and ask for his cooperation in training a student-learner. In securing this cooperation, the coordinator must describe the program in detail and make absolutely certain that the employer understands that the major function of the part-time cooperative training program is educational and that it is not a program which simply affords students the opportunity of earning extra money during school hours. The employer must not only understand both the purpose and intent of the program but he must accept, as his share of the cooperative effort, responsibility for working jointly with school and student in accomplishing its objectives.

The coordinator, in securing the employer's cooperation, should point out that, through the part-time cooperative training program, the employer:

1. Has access to carefully selected personnel.
2. Is able, with the help of the school, to train potential employees to his specifications.
3. With the aid of the school, is able to train future employees at less cost.
4. Shares in the civic responsibility of encouraging boys and girls to remain in school and to become productive and useful citizens.
5. Helps keep training content and methods up-to-date.

Once an employer has shown an interest in cooperating with the school in training a student, the coordinator should, at the employer's convenience, describe the records which must be maintained. The employer and the coordinator should plan together an on-the-job training program for the student which will enable him to be rotated on the job until he has reached a proficiency level in every job operation which is included therein. Each item in the Memorandum of Training should be thoroughly explained to the employer. The employer should understand that he is expected to help evaluate the student. An explanation regarding items listed on the student report card which he will fill in will alert him to observe many factors regarding the student. The coordinator should stress the fact that the student will be spending one or two periods of each school day studying material directly related to his job and that suggestions from the employer with regard to areas in which the student needs to place particular emphasis will be appreciated.

In selecting training stations the coordinator must be constantly on the alert in judging whether or not a business is considered as engaging in interstate commerce. If a business is so engaged, the employer must understand that he is to pay the minimum wage applicable under the Fair Labor Standards Act. The employer and coordinator may wish, however, to secure a student-learner's certificate so that the employer is in compliance with the minimum wage. This student-learner's certificate may be secured from the United States Department of Labor, Wage and Hour and Public Contracts Division, Sub-Minimum Wage Section, Washington, D. C.

The coordinator must explain to the employer that for all other tax purposes the student-learner is considered as a full-time employee, and all taxes which are paid for full-time employees must be paid for the student-learner also.

CHAPTER XII

Placement of Student-Learners

After the coordinator has selected the occupations, training agencies and students for the part-time cooperative training program, he must then earnestly endeavor to place the right student in the right training agency. No hit-or-miss methods should be employed in the placement process for there are many things to be learned and the available time is short. The coordinator should place a student in a training agency only when he is satisfied that the student possesses aptitudes, interests, personal qualities and abilities (mental and physical) which match to a satisfactory degree the requirements of the job on which he is to be placed. Student and employer should be properly oriented as to the part each will play in the training process before the placement process can be completed.

Actually the placement process should begin long before school starts in the fall. Some coordinators elect to place their students in June and permit them to work during the summer months before admitting them to the part-time cooperative training program. If this plan is followed, the coordinator must be careful to avoid placing students who would need extensive orientation before being placed on the job. It is permissable to delay the actual placement process until two or three weeks before school begins. This will normally provide ample time to secure placements for all students enrolled in the program. At any rate, all students should have been placed before the end of the second week of school. It is inexcusable to delay placement beyond this time. Those students who have not be placed at the end of the second week should re-enter the regular program subject to recall when and if suitable placement is arranged.

The merits of summer placement should be carefully considered. Such a plan enhances the probability of getting the right student on the right job provided adequate supervision is maintained.

Theoretically, the coordinator will have thoroughly explained the part-time cooperative training program to the employer when he secured his agreement to train a student in his place of business. Frequently, however, one explanation is not sufficient basis for assuming that the employer truly understands what part he is to play in the program. It is generally wise to review the program with the employer just prior to placing a student with him. During such a review the coordinator should determine the exact hours when the employer would like to have the student work. The employer should be encouraged to determine a specific wage scale for the student-learner. The employer should be given pertinent background information which has been collected about the student. The employer is entitled to this information. The training of a student-learner is a cooperative undertaking of the school, the coordinator, and the employer. In order for the employer actually to be of the greatest benefit to the student he must first know something about him. Too, final acceptance or rejection of the student rests with the employer; and he should have enough information about a student to enable him to make an intelligent decision. During the pre-placement conference the coordinator should ask the employer to designate a convenient time when he would like to interview the student-applicant.

After the coordinator has conferred with the employer, he should talk with the student prior to his reporting for his employer interview. The coordinator should give the student information regarding the background of the business in which he is to seek placement and the training opportunities it may provide. This will enable him to prepare himself more intelligently for his first interview with the employer.

Student-learners are usually young, inexperienced and, for the most part, have never been interviewed by an employer. Just prior to an interview with a potential employer, therefore, the coordinator should take time to instruct the student in simple techniques of interviewing. This will give the student-learner increased poise and confidence needed while talking with an employer. The student will profit from suggestions such as the following:

1. Arrive promptly for the interview, preferably five minutes before the scheduled appointment.
2. Ask for the specific person (preferably by name) who is to do the interviewing.
3. Upon approaching the interviewer, introduce yourself, state your reason for being there, and present a letter or card of introduction which the coordinator has given you.
4. Be seated when asked to do so. If you remain standing, stand erectly on both feet.
5. Give your undivided attention to the interviewer.
6. Look at the employer and not out the window.
7. Answer all questions concisely in a clear audible voice.
8. Sense the end of the interview, thank the employer, and leave immediately.

During the pre-interview conference the personal grooming of the student should be checked very carefully. The coordinator should caution students regarding:

1. Neatness, cleanliness and good repair of wearing apparel.

2. Condition of shoes which should be clean, polished and in good repair.

3. Appearance of hair--boys neatly barbered and girls with hair styles considered appropriate for working.

4. Appropriateness of dress--better to be conservative.

5. Personal cleanliness.

6. Conservative use of cosmetics, including perfume.

Preferably the coordinator will determine whether or not a student is ready to appear for an interview and then send him directly from his office to talk with the employer. The coordinator should accompany the student only when unusual circumstances surround the interview or when requested by the employer to do so.

The coordinator should make a follow-up check on each student he sends for interview. As soon as possible he should learn what decision has been reached by the employer. If the employer has decided that he would like to interview other students before reaching a decision, the coordinator should be prepared to send other students to talk with him. Following each student-employer interview, the coordinator should confer with the student to ascertain his perception of what transpired and to answer any questions the student might have. As soon as the employer has selected his student-learner, the "Memorandum of Training" should be executed. This enables the placement process to be culminated in a business-life manner. The student is not legally placed until the "Memorandum of Training" bears the signatures of all concerned.

CHAPTER XIII

Promoting Trade and Industrial Education Clubs

All learning does not take place in the classroom. It is a dynamic cycle; never stopping completely nor completely starting anew. Every activity in which a person is furnished the opportunity of having a new experience results in learning. As a matter of fact, this is one of the justifications for all co-curricular activities.

If the foregoing is true, then the coordinator has an excellent opportunity to promote increased learning experiences for the students who are enrolled in the part-time cooperative training program. The schedules of these students do not allow them to participate freely in many of regular co-curricular activities of the school. Though the students in the part-time cooperative training program should be encouraged to participate in regular school activities as much as possible, Trade and Industrial Clubs should be organized expressly for cooperative Trade and Industrial and Vocational Shop students. This club, functioning as a part of the course, provides activities which can be made to fit program objectives and schedules.

The purpose of the Trade and Industrial club is to provide a medium for the exchange of ideas, methods, and information pertaining to vocational education; to promote good fellowship, closer relationship, and a fraternalistic spirit among the various club members; to provide a "clearing house" for ideas and information contributed by various clubs; to promote trade and industrial education; to cooperate with other organizations in the promotion of worthy educational ideas; to foster a cooperative spirit among school, students, parents, and employers; and to encourage a professional attitude toward work and study.

Any organized club should be governed by a written constitution to which the students and sponsor can refer as often as needed. A club which has a constitution to guide it is most likely to develop into a strong, consistent organization which commands the attention and respect of non-members in the school.

The club should be organized without delay after school starts each year and should begin to function immediately. The first activity of the year for any club should be to see that each club office is held by some member of the club and that these persons understand their impending duties for the year. To provide continuity of club activities some constitutions include the provision that the president shall be elected in the spring from those juniors who plan to enroll in part-time cooperative or vocational shop programs during their senior year. Club officers, of course, should be elected in accordance with the constitution of the club, and all meetings should conform to the principles of parliamentary procedure. Club members, sponsor, and principal should decide the time and place for meetings.

Experience has proved that successful clubs plan their yearly activities near the beginning of each school year. The members of the club and the coordinator should plan those activities which they think time and the interests and abilities of all members will permit. The activities of the club should be sufficiently varied and diverse to enable each member to work on some project which will interest and challenge him. Each member should be provided the opportunity for leadership. In some clubs the offices are rotated during the year so as many as possible may occupy positions of responsibility. The activities of a club should provide opportunities for educational and social development. Some suggested activities are:

1. Organized visits to various businesses and industries.
2. Inviting people from outside the school to make talks to the group, participate in panel discussions, buzz sessions, etc.
3. Conducting fund raising activities such as operating concession stands at school functions.
4. Preparing and presenting assembly programs.
5. Issuing a club news letter.
6. Assist in sponsoring career days, college nights and similar functions designed to provide all students with additional educational and occupational information.
7. Entering floats in school parades.
8. Sponsoring school contests for which prizes are awarded.
9. Holding annual employer-employee banquets.
10. Attending regional and state T & I club conventions.
11. Assist in conducting follow-up studies of school dropouts and graduates.
12. Having social affairs such as dances, parties, and picnics.
13. Participate in community projects.

Two of the above-mentioned activities deserve particular attention. They are annual employee-employer banquet and attending local, regional, and state meetings. These two activities are usually considered the most important undertakings of the club each year. Both require extensive planning and a great deal of hard work; but the experience afforded the students more than compensates for the extra duties involved.

The employer-employee banquet may be held any time during the school year. The coordinator and the club members should plan the activity so that the largest possible number of students and employers can attend. Many have found that the most convenient time for having a banquet is in January or February since this gives ample time to make adequate plans for it. In some instances, the school cafeteria is the most desirable place for holding the banquet and has advantages over other places away from the school. On the other hand, a hotel dining room may be more suitable for this event. In either setting the banquet should be given as much dignity as possible. Experienced coordinators, former club members and employers have indicated that they feel that this one activity highlights the yearly activities of the T & I Club. Needless to say, success will be in proportion to the time and effort put forth in planning such an occasion. Every student should participate in some way. Uppermost in the minds of all should be the fact that this is an opportunity to recognize and honor those employers in the community who have participated in this cooperative project to provide opportunities for youth.

From the very beginning of the school year the coordinator should emphasize attendance at regularly scheduled club meetings as well as those held on regional and state level. Obviously, the coordinator must make certain that school administrators and employers will permit students to leave school and their jobs for such purposes. The trip to a state meeting does require planning and effort; but the enthusiasm radiated by the students as they participate in this enriching experience more than compensates for the effort. Attendance at such a meeting tends to create a higher respect for the part-time cooperative training program on the part of both the participants and other students in school.

CHAPTER XIV

In-School Relationships

Basic prerequisites to the success of any school program may be stated as follows:

1. The school administration and staff must recognize the program as a device for educational preparation and training of young people.
2. The school faculty must be willing to actively participate in achieving the aims and purposes of the program.
3. The students must understand the program and accept it as a part of their overall educational effort.

If this is true, then to each group the coordinator has an obligation to interpret the part-time cooperative training program and to ensure that its objectives are clearly understood.

One of the first things to be done in promoting the part-time cooperative training program is to make sure that the administrators understand the program and its true purposes. School administrators need to recognize that this program enriches school offerings because it enables the school to more completely and more realistically meet the needs of both students and the community which it serves. Unless the coordinator, through his operation of the part-time cooperative training program, demonstrates the true aims of such a program, the school administrators may regard it as merely a work program which enables students to earn extra money during school hours. Briefly stated, school administrators are going to believe what coordinators and students cause them to believe about the part-time cooperative training program.

One effective way to create good in-school relationships is for the coordinator to assist in fitting the part-time cooperative training program schedule into the total school program with a minimum of disruption. If the coordinator regards his program as something special which should be given unusual consideration, the school is likely to regard it as a program which is foreign to the school and, therefore, of questionable value to the students. The coordinator must not ask or expect for himself or his group special advantages. He should consider himself as a part of the regular school faculty. He should participate in school activities as other teachers do. Frankly, the coordinator should be even more conscientious in this respect than the other members of the teaching staff because this is one way of promoting his own program.

The coordinator might convince the school administrators of the value of the part-time cooperative training program by inviting them to attend classes which he conducts, social activities of the T & I Club, and the employer-employee banquet sponsored by the club. If these activities are well planned and supervised they will convince administrators that the program has real value and that the outcomes of the program are manifold in nature.

Though a program may exist in a school, it does not actually succeed unless the teaching staff wants it to succeed. The coordinator, if new in his school, should avoid deliberate effort to reform the entire school program to make it fit around the part-time cooperative training program. Rather, he should accept conditions as he finds them and try to effect any necessary changes gradually.

One effective way for the coordinator to create a better understanding of the program on the part of the school faculty is by taking advantage of opportunities to speak before faculty meetings. In such group situations the coordinator can reach the entire faculty with a minimum of effort. He should be ready to answer any questions which faculty members may raise in regard to his program. The coordinator, however, should use with discretion his opportunities to speak. He should have something to say when he gets the floor, say it briefly, answer any questions, and sit down. A person who monopolizes a faculty meeting is usually looked on with disfavor.

The coordinator should not feel that he has created satisfactory working relations with faculty members simply because he once explained his program before the group. He should continue to explain the part-time cooperative training program through informal discussions with individual faculty members. Though this is a time-consuming method, it has the advantage of affording the coordinator the opportunity to answer any objections to the program which an individual teacher might have but will not reveal before a group. In these individual conferences with faculty members, as well as in group meetings, the coordinator should ask for suggestions for improving the program. He should make the teaching staff feel that each member has a responsibility to help improve the program. In this respect the coordinator might ask for periodic reports from teachers on the part-time cooperative students' scholastic progress. Likewise he should send written reports to the faculty explaining the progress of the program as well as the progress of individual students enrolled. An unusually good device for promoting good relations with the faculty is to issue a report soon after all students have been placed in training stations. Such a report should include the occupations and training stations of each student. This should encourage teachers to help students prepare for their selected occupations and at the same time capitalize on the major interests of these students in individualizing instruction.

The attitude of students toward the part-time cooperative training program is a factor which the coordinator must not overlook in promoting good relations within the school. High school adolescents can be led to have the proper attitude toward any school activity; but if left to their own clanish devices during this stage of development, their attitude toward the program might well develop into a negative feeling. The part-time cooperative students themselves are the best advertising media that the program can have. Other high school students will take their lead from them. An enthusiastic group of high school students can create a healthy respect for any program of studies offered by the school.

Artistically and attractively arranged, school bulletin boards may be used to good advantage in promoting the part-time cooperative training program among the students in the high school. Creative talents of students may be used to give other students unbiased information which they can read and interpret for themselves. The school newspaper is another medium through which information can be provided for the entire student body. Many school newspapers devote a regular column, written by a part-time co-op student, to activities of this program and its progress. Occupational briefs might be included in the paper from time to time as well as information regarding occupational trends and opportunities.

When the school starts registering students for the following year, the coordinator should ask the school principal for the privilege of talking with all sophomores and juniors. Upon being accorded this opportunity, he should take advantage of the time allowed him to present an accurate picture of the major purposes of the program, opportunities available, responsibilities of the student, time required, credit given and general outcomes.

In most schools each homeroom and/or club is responsible for preparing and presenting at least one assembly program each year. The homeroom which the coordinator sponsors will be composed, in all probability, of students who are enrolled in the part-time cooperative training program. The assembly program must be carefully planned so as to lend dignity to the part-time cooperative prog[illegible]her than satirize it. T & I Club activities can be used in very much the same way. If this club is strongly organized and undertakes to sponsor well-planned activities, it will convince the student body that it is accomplishing worthwhile objectives.

CHAPTER XV

Relationships with Parents

Parents bear a major responsibility for the success or failure of their children. Most are willing to do anything feasible to help them set and achieve their goals in life. Since they are keenly interested, they deserve a thorough explanation of the part-time cooperative training program. The coordinator should strive to develop as harmonious a working relationship with parents as with employers. This relationship can be attained if the coordinator is reasonably diligent and may be maintained in a number of different ways.

One good way to create the good will of parents toward the part-time cooperative training program is by working through the P.T.A. It is in this association that the coordinator has a composite group with which to work and will be able to contact the greatest number of parents in the least possible time. The coordinator should ask to speak to the group and in the course of his talk he should briefly state the aims and objectives of the part-time cooperative training program. In laymen's language the coordinator should show how the program has real meaning and significance. He should be willing and able to answer questions which may arise as a result of his talk. Since the P.T.A. is usually glad to find programs for its meetings, the T & I club might present a program depicting the accomplishments of the part-time cooperative training program.

When the school begins registration for the coming year, the coordinator should send a letter explaining the part-time cooperative training program to the parents of every student in the junior and senior classes. Even though the letter may not result in any direct enrollment, it has the effect of publicizing the program as well as creating good will.

After the group for the part-time cooperative training program has been selected, the coordinator should make it his business to visit the home of every enrolled student. In addition to giving students a higher respect for the coordinator and his program, such visits will let the parents know that the coordinator is genuinely interested in their son or daughter. These home visits give the coordinator a chance to study the family and the socio-economic and cultural background of each student. Visits in homes also give the coordinator a chance to maintain cooperative relationships with parents by:

1. Explaining thoroughly what the program includes and how it works.
2. Obtaining consent of parents to place students in certain training stations.
3. Asking their assistance whenever the need arises.
4. Discussing with parents any hazard involved in the occupation in which their son or daugher is training and establish proof that only acceptable training stations are used.
5. Giving information on the changing social and economic conditions as they relate to the occupation in which the student is being placed.
6. Being able to justify placement in a particular training agency or occupation and the transfer of the student from one occupation or training agency to another.
7. Stressing the necessity of the student's following the entire course of training as it is planned.
8. Describing the progress of the student.
9. Planning a program of further training after leaving high school.

In addition to making home visits for specific purposes, the coordinator should form the habit of making general routine visits in the home. Even though these visits are not planned for specific purposes, they should result in the part-time cooperative training program's gaining a higher status in the minds of the parents.

CHAPTER XVI

Employer Relations

One of the most vital factors in determining the success of a cooperative training program is the degree to which employers are willing to cooperate with the school. Without their cooperation no cooperative training can be undertaken; and without the proper understanding and acceptance of the aims and objectives of the program on the part of employers, little can be accomplished.

It is the responsibility of the coordinator to sell each employer, with whom he plans to work, on the purposes of the program. Frequently it is necessary to outline the purposes, aims, objectives and advantages of the program to the employer more than once before he actually understands and appreciates them. Failure on employer's part to fully understand and/or accept the objectives of the program is sufficient justification for not placing a student in his business for training. Emphasis should be placed on the advantages of the program to the employer. Some suggested advantages are that the employer:

1. Gains, through careful selection and placement by the school, access to students with special abilities, interest and aptitudes.
2. Trains future employees to his exact specifications with the help of the public school--thus obtaining better-trained workers at less cost.
3. Shares in the responsibility of training young men and women to take their places in society and to become efficient workers and useful citizens.

4. Contributes in an active way in efforts to decrease the drop-out rate in our high schools.

5. Provides organized training in many occupations for which training has not otherwise been available.

6. Helps to keep training up-to-date and timely.

Good employer relations involves more than merely explaining the purposes and objectives of the program to the employer. The coordinator has a continuing responsibility to cooperate with the employer in bringing about the best possible learning situation for the student whom he has accepted as a trainee. The coordinator should have a well defined reason for visiting the employer every time a contact is made. If such is not the case and the coordinator frequently visits without purpose, he may come to be considered a nuisance by the employer and will not be welcomed when he actually has business with him.

In working with employers the coordinator must provide detailed information regarding the various phases of a student's training and the methods by which this training is accomplished. He should have the employer help him develop the schedule of job processes which the student will follow on the job. During this planning stage the employer should be informed of the purpose and use of the schedule. At the same time the memorandum of training agreement and schedule of related instruction (prepared during the placement process) should be reviewed. The employer should know that the student spends one or two periods per school day studying materials which are related to and correlated with his job experiences. An explanation of how the school correlates the on-the-job training with the school work of the student would be in order at this point. Employers are interested in knowing what the school's responsibility is in this training process; and the coordinator should not be hesitant in pointing out these facts.

When the student is placed on the job, the coordinator needs to explain the student on-the-job progress report to the employer. Knowing that he is expected to evaluate the student and being aware of the traits and/or topics listed on the progress report will help to make the employer more conscious of his supervisory responsibilities for the trainee. Throughout the student's training period emphasis should be placed on the progress report and the opportunity it presents to help both the employer and the student by accurately rating on-the-job progress. Though in many cases the employer will be a bit hesitant to mark the student's progress report, he is likely to take pride in the fact that he is helping to evaluate the learning outcomes of the students' experience in his establishment. It is recommended that the coordinator take the progress report to the employer at the end of each grading period. This provides an opportunity to discuss the student's strengths and weaknesses and to inform the employer that his suggestions in this respect will make it possible to help the student correct his weaknesses and continue to develop his strong points.

Many employers have very definite ideas as to how the part-time cooperative program, as it applies to their particular trainee and business, might be improved. Even though they would like to see such changes affected, they are frequently reluctant to mention them lest doing so might create misunderstanding. The coordinator should constantly urge employers with whom he works to make suggestions and/or criticisms for improving the program anytime they feel that they can make a contribution. Often times there are specific instructional materials that employers can suggest that the coordinator secure for the student. At times they will even want to contribute books and trade journals for the student to use.

The annual employee-employer banquet will probably do more to create favorable relations with the employers than any other single event. This gives the employers an opportunity to see the students as a group. Here they see the interest and enthusiasm that is radiated by the learners. It also gives school officials a chance to make contact with the employers who are cooperating with the school.

In most communities there are some part-time jobs which will not qualify as training programs for students enrolled in the part-time cooperative training program. The coordinator learns about these as he makes routine visits. Considerable enthusiasm for the program can be created among employers by helping them secure after-school and other off-hour help from the regular high school student body. Such placements require only a small amount of the coordinator's time and still will be of real service to both employers and students. The coordinator, by virtue of his training and experience, is qualified to help employers select personnel; and he could help employers secure part-time employees with very little difficulty. He must make certain, however, that everyone concerned understands that students placed under these circumstances are not part-time cooperative students.

It might be suggested here that each school give serious consideration to the need for organizing a committee on placement services. Members might be those on the faculty who are most directly concerned with data about all students and those teaching courses leading most directly to occupational objectives; for example, the counselor, teacher of business education, and shop teachers. All are interested in placing students on part-time jobs as needs arise. However, it is most confusing to employers to have to deal with so many different individuals. In many communities employers themselves have asked that one person be designated as the individual to be contacted when part-time help is needed. It seems logical that the coordinator, because of his association with business and industry, should be named as chairman of the placement committee and this fact announced publicly. In cooperation, then, with the counselor and faculty, students who are best qualified and desirous of such employment might be recommended. This not only eliminates much confusion but results in much better employer-school relations as employers learn to depend on recommendations of those who know the students best rather than hiring those who "just happen to apply."

Any employer is interested in keeping his personnel turnover rate as low as possible thereby avoiding the cost of recruiting and training new personnel. For those organizations which do not have a qualified director of personnel the coordinator could be of real service by assisting in establishment of an effective personnel testing and selection program and by actually work with them in getting the program started. Most employers are not aware that the coordinator can help them in their personnel training programs. They are not acquainted with the adult classes which the coordinator could organize for them. The coordinator has a chance to create good will for his program and for the school by keeping informed of any training needs which employers might have and by working with them in meeting those needs.

Common courtesy demands that at the end of the school year the coordinator write a letter of appreciation to each employer who has cooperated in the program during the school year. In this letter he should ask for their cooperation for the following year and request suggestions for improving the training program.

CHAPTER XVII

General Community Relations

In addition to promoting the proper relations with parents, employers, school administrators and teachers, and students, the coordinator should endeavor to promote a harmonious relationship with the community at large. There are many people who can and will do a great deal to help develop the part-time cooperative training program if given an opportunity to really understand its aims and objectives. Therefore, no small part of a coordinator's time is spent in keeping the community informed regarding the activities of the program for which he is responsible. One criteria of the success of any coordinator is the attitude of the community toward vocational education in general and part-time cooperative training in particular.

In developing relationships with the entire community, the coordinator should work through organized groups as much as possible. This is true because the coordinator can reach more people in less time, and even a small organized group can do more to actually lend support to an activity and work to promote it than countless numbers of individuals working alone.

Local civic clubs, for example, can do much to promote the part-time cooperative training program. Excellent results have been achieved where coordinators have accepted invitations to speak at least once each year before each of the local civic groups. This should not be interpreted to mean only the Rotary, Lions, and Optimist clubs but to include every organized club in the community; both men's and women's. Good results in this area, however, have not been accidental. Meaningful programs must be well organized and stay within time limits. Films, charts, and photographs are devices which lend real meaning to what the coordinator is saying; and they are much more impressive than merely a speech. Many groups think it a refreshing change to have programs prepared and presented by students themselves. They may appear inexperienced, and some will not show as much poise as an older person; but what they say will sound much more convincing than anything which the coordinator might say. Civic groups are interested in young people; they want to help them in any way they can, and they recognize such appearances as learning situations for youth.

In many communities much strength rests with organized labor. Labor unions work well with the coordinator if and when he seeks their help. They are familiar with the various programs of vocational education; and they are sympathetic toward them. One of the best methods a coordinator can employ in developing the proper relationships with labor unions is the organization of adult classes from which their members will benefit. Unions are anxious to help develop any kind of training program which will improve the individuals within their ranks.

In addition to organized groups the coordinator needs to gain the good will of the vast number of people within a community who are not affiliated with organized groups. These people may be reached through newspaper, radio and TV. News items should be released periodically by the coordinator after approval of school administrators. These items should cover the activities of the part-time cooperative program, as well as any other phases of the vocational education program. Articles prepared by newspaper reporters, as a result of an interview, should be reviewed prior to publication. Reports covering special events, as well as human interest stories, are well received by the reading public; so the coordinator has the opportunity of releasing a variety of articles. Social events, the employer-employee banquet, progress reports on the program, and stories of the achievements of individuals enrolled in the program may be used as bases for reports.

Some schools have weekly radio and/or TV programs presented as one method for keeping the community informed of the activities of the school. The programs are usually presented by students under the direction of a faculty member. If such programs are provided by the school, the coordinator might secure sufficient broadcast time to enable the T & I Club to present a short program developed around the activities of the part-time cooperative program.

Adult classes develop a desirable relationship between the school and the community. Through these classes the school is providing to the people that it is striving to meet their needs. The coordinator, in promoting adult classes, should be sure that the vocational department is given credit for their organization.

CHAPTER XVIII

Adult Classes

In most instances the local high school is the only educational institution in the community. Since this is essentially true in the State of Mississippi, it has the responsibility of providing educational opportunity not only for the youth of the community but for that portion of the adult population which desires further training and can profit from it. The local high school is a community institution built with community funds; therefore, it should strive in every way possible to meet the needs of the community which provides for it. The coordinator of the part-time cooperative training program has the direct responsibility of determining the need for adult classes in the community and for justifying such a program to the school administration.

These needs can best be established by making a survey of the community (after determining that such does not exist) in order to ascertain the various kinds of occupations which exist, the types of training that are needed for those occupations, and the number of people entering those occupations each year. A number of such surveys can be made with nothing more than an expenditure of the coordinator's time, effort, and initiative. The detailed community occupational survey requires the expenditure of a sizeable amount of money. The cost, however, is not prohibitive.

A continuous general survey of the community may be carried on by the coordinator as he goes about his regular routine. In his talks with employers and employees, the coordinator is able to determine with a fairly high degree of accuracy the various types of training that are needed in his community. To substantiate these findings, however, he may want to consult the records of various agencies and businesses within the community. The State Employment Service Commission maintains most complete records on employment trends and training needs. The various public utility company records will reflect the growth of business and industry in a community, and the Chamber of Commerce will be able to add materially to these findings. The advertisements in the local newspaper and the listings in the classified section of the telephone and city directories give an indication of the types of business and occupations within a community. This type of survey has the disadvantage of not producing concrete evidence of community needs, and may in some cases, not be treated as scientific by school administrators.

The detailed community occupational survey provides concrete evidence that is necessary in order to establish the need for adult classes. A survey of this type requires time and must be well planned and coordinated by a person who is thoroughly familiar with survey techniques. In addition to a survey staff which has been well trained, the community must be prepared for the undertaking with advance publicity. Some method of reporting and interpreting the data must be developed. This type of survey does result in widespread publicity for the vocational program; and, in many cases, is used as a promotional scheme as well as a research device.

After the need for adult classes has been established and the school administration has given approval, the coordinator and his advisory committee decide upon the specific classes which should be offered. There are many devices that may be used in promoting the adult classes; but none is more effective than the local newspaper. From the time that a coordinator knows that an adult class will be started until the day that the class is actually begun, articles should be written for the newspaper and released to them periodically. Such newspaper articles should gradually become more intensified and should not be culminated with the beginning of the class but should continue to report progress being made.

Radio and TV may be used to advantage in promoting adult classes provided the releases are well written and well timed. The program directors of local stations are usually looking for current news items of local interest. The school usually maintains such a close working relationship with the local station that the officials will gladly donate time to the school for "spot" announcements.

Actually the coordinator's promotion of adult classes is limited only by his own initiative. He may speak before civic and labor-management groups and secure students from the ranks of their members. In his daily contacts with employees and employers the coordinator may point out the values of the impending class for both groups. Posters displayed in prominent places in the community are helpful in announcing adult classes. Although the school must always retain control of adult classes, the coordinator would find it helpful to secure the sponsorship of some local civic group for promotional purposes.

The promotional campaign must actually motivate the potential student to such a degree that inertia is changed into motion. The adult student must be given incentive before he will attend a class even though it has been designed to meet his needs. The incentive that draws one student to the class might cause another to stay away. Therefore, adult classes must be organized so that they meet the varied and diverse interests represented within the community. If, however, the coordinator studies the poeple in the community, he should be able to schedule adult classes which appeal to all segments of the population.

In organizing adult classes a place must be provided in which they can meet. This place might be the school building, a local business, a church educational building, or a vacant building in town. Wherever the class is held, the building must be adequate for instructional purposes from the standpoint of space and toilet facilities. Adequate seating and lighting and the proper heat and/or ventilation must be provided. Any peculiar requirements of a class must be taken into consideration. In addition to classroom space the coordinator must see that the proper instructional aids are provided for the teacher.

During the process of organizing an adult class a competent teacher--outstanding in his field--must be hired. For some adult classes the State Department of Education will furnish itinerant instructors. The coordinator can secure additional information on itinerant courses from the State Supervisor of Trade and Industrial Education.

Routine administrative matters in conducting adult classes must be provided for on the local level. On the surface these things seen unimportant, but the coordinator must be diligent in his attention to such matters. Good teachers are trained, not born. Consequently, after the coordinator has secured a teacher for the adult class, he has the responsibility of properly instructing him in appropriate and approved methods and techniques of teaching (if he is inexperienced in teaching). No teacher should be allowed to go before a class unless he has had sufficient instruction in teaching methods to give him the confidence which he needs in order to perform acceptable instructional duties.

The coordinator has specific supervisory duties in connection with the operation of a program of adult classes. In this respect the coordinator should check on the attendance in the classes, the effectiveness of the teacher, the interest of the students, and the records which the instructor must keep. The coordinator must also see that the required reports are filled in and forwarded to the State Department of Vocational Education. This is a responsibility which should not be delegated to the teacher of the class.

The effectiveness of a class can best be measured by the outcomes which are achieved as a result of instruction. This can best be determined by conducting some kind of a follow-up study in order to ascertain if former students are using the information or skills learned in the classes which they attended. An evaluation of this kind is the most effective way of determining the usefulness of the instruction which has been given in any adult class.

CHAPTER XIX

Professional Improvement Activities of the Coordinator

It is the duty of every professional person to constantly strive for improvement. A person cannot become truly successful unless he continues to grow professionally. Professional development and success do not necessarily assure a person of greater monetary renumeration; rather, they mean that a person will become more proficient in the methods that he employs, thereby achieving greater outcomes and personal satisfaction as a result of his effort.

The coordinator of the part-time cooperative training program does occupy a position of professional stature. He owes it to himself and to his school to participate in professional improvement activities--particularly those concerning the area of vocational education. He cannot use a lack of time as an excuse for not participating in the activities of his profession. A person who is interested in developing himself and his profession will find time to engage in activities which are so virtually important to him.

There are many avenues which the coordinator can use in keeping abreast of the changes that are going on about him--one is the American Vocational Association. In addition to providing an important monthly publication and stimulating contacts, the association is the official representative for all vocational teachers. When the voice of vocational educators needs to be heard, it is the American Vocational Association which rises to the occasion and makes known the views of its members.

The Mississippi Vocational Association is an organization of vocational educators in the State of Mississippi, is affiliated with the American Vocational Association, and promotes professional improvement activities within the state. The coordinator owes it not only to himself but to his colleagues to affiliate with the Mississippi Vocational Association and to contribute to it in any way he can.

The Mississippi Education Association and the Local Education Association are organizations to which all educators in the state should belong. The coordinator, being a true educator, should become associated with these organizations and take advantage of those professional improvement activities which they sponsor.

The coordinator cannot consider himself as educated vocationally simply because he has pursued a course of study and earned a degree. Changes take place in his profession and he should strive to keep abreast of those changes. Something learned today may be obsolete tomorrow; consequently, the coordinator should spend as much of his time as possible pursuing courses which will help him to keep the part-time cooperative training program a dynamic and practical educational activity. Each summer Mississippi State University offers ample opportunity for the coordinator to enroll in professional courses. As a matter of fact, each coordinator is required to earn additional credit periodically in order to renew his vocational license and/or teaching certificate.

In addition to attending summer school and participating in professional organizations, the coordinator should certainly undertake a program of individual study. All education is essentially self-directed study, and the securing of an education is a never ending process. Consequently, the coordinator should read currently published periodicals and books which pertain to his field. This activity will take time and effort, but the results are gratifying.

CHAPTER XX

Required Report Forms and Others Recommended

There follows sample copies of report forms required by the State Department of Vocational Education for reimbursable programs. As a general rule the State Department sends a supply of required forms, with instructions, at the beginning of each school year. Since current instructions are issued each year, it is not believed necessary to include further discussion of individual forms in this handbook.

It should be emphasized, however, that prompt and accurate reporting is a prime responsibility of the coordinator. He should exercise the greatest care in the integrity of his reports in order that everyone who bears responsibility for the program may discharge his duties in this area with confidence. A definite reporting calendar should be set up at the beginning of the year. Receiving reports when due will enable the State Department to keep its records accurately up-to-date.

In addition to official forms there is also included a number of suggested sample letters and forms which have been found to be necessary and worthwhile in the operation of local programs. To meet local conditions these instruments may be revised and/or new ones devised as needed.

A copy of all reports should be retained in local files.

Questions relating to reporting should be directed to the State Supervisor of the service involved.

Form T & I 1

Proposed Budget and Application for Aid in Trade and Industrial Education Classes

For the Fiscal Year Beginning July 1, 19 ......, and ending June 30, 19 ......

(Due in State Office on or before June 15—Submit three copies)

From:________________________School Board, Post Office________________________

To: Mississippi State Vocational Board
Box 771
Jackson, Mississippi

County of________________________

Gentlemen:

We are submitting herewith for your approval information and our estimated budget for the vocational T. & I. Education classes, both white and colored, and the part-time and evening classes for employed adults that we hope to have in operation in this

________________________school system during the fiscal year, 19........-19........
(State whether consolidated, separate district or county agricultural)

SUMMARY OF PROPOSED PROGRAM AND BUDGET

1. List Your "In-School" Program by Type Class to Be Operated.

Name of Instructor	Race	Course to be Taught	Number Months Employed	Yearly Salary	% Time Vocational	Vocational Cost	Estimated Reimbursement		
							Salary	Travel	Total

2. Other Classes to Be Organized During the Year on Basis of Need in the Trade and Industrial Field.

TYPE OF CLASS	Estimated Number of Classes	Estimated Enrolments	Total Cost of Classes	Local Funds Budgeted for These Classes	Estimated Reimbursement
Trade Extension and Apprenticeship					
Other					

Schedule of Teachers Time

Indicate the beginning and ending time for each period. Now list the name of each teacher in your vocational trade program and give his teaching duties (Auto Mechanic, Machine Shop, D. O., etc., or academic subjects) for each period of the day.

NAME OF TEACHER	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
	From—To	From—To	From—To	From—To	From—To	From—To	From—To
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							

How long is your school period in minutes?____________________

How many such periods is each student in following classes: Tpye A Shop________; Type B Shop________; Type C Shop________;Diversified Occupations Related________. How many High School credits will be granted for satisfactory completion of one years work in: Vocational Trad Shop____________; Diversified Occupations____________.

The following amount of local funds has been included in our budget to be used for equipment and instructional supplies: Shop Work $____________

Diversified Occupations $________.

We, the undersigned local school authorities do hereby certify that the foregoing statements and budgets for vocational trade and industria education are true and correct to the best of our knowledge and belief. We hereby pledge our full cooperation with the State Vocational Board i maintaining these vocational classes so as to comply with all requirements for state and federal aid as provided by law.

We are submitting herewith three copies of this budget for vocational education and trust the State Vocational Board can give its approval of same and return one approved copy to the undersigned County Superintendent of Education or City Superintendent of Schools.

Arppoved By:

MISSISSIPPI STATE BOARD FOR
VOCATIONAL EDUCATION

By:________________________
(State Director Vocational Education)

Date:________________________

Respectfully submitted,

Signed:________________________
(President or Secretary, Board of Trustees)

Approved By:________________________
(County Superintendent of Education
or City Superintendent of Schools)

Date:________________________

Form T & I-3A

ORIGINAL

Code____________

Race____________

INITIAL REPORT
ON
Classes in Type A, B, or C Trade and Industrial Shop

City____________ County____________ Date____________

State Supervisor Trade and Industrial Education
P. O. Box 771, Jackson 5, Mississippi

I hereby submit the following initial report on the____________ Class in____________
Subject

____________, organized at____________School. This course began

____________19____with____________ pupils enrolled, as follows:

NOTE: This form should be filled in listing each student enrolled in the class and mailed in at least by the third week of operation of the course.

NAME OF STUDENT	Age	Sex	Grade Level	Veteran? (Yes, No)	SUBJECTS TAKEN OTHER THAN SHOP			LAST GRADE COMPLETED
					PERIODS			
					1	2	3	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								

Signed________________________
Superintendent or Local Supervisor

____
Signature of Teacher

Form T&1-2

MEMORANDUM OF TRAINING PLAN

(Due in State Office not later than end of first school month)

This memo is for the purpose of outlining the agreement between the school and the employer on the conditions of training to be given a student while on the job. It, therefore, should not be interpreted by either agency as a legal document or any form of binding contract.

The_________________________________ will permit_____________________________
(Training Agency) (Trainee)

Sex______________ Race______________ Age______________ Grade______________

to enter their establishment for the purpose of gaining knowledge and experience as______________

____
(Occupation)

D.O.T. Code No.____________

(It is understood that the occupation in which trainging is herewith being offered is one in which provisions of the wage and hour law **is** or **is not** applicable)

1. This course of training is designed to run for a_____year period with a minimum of FIFTEEN hours per week required for the work experience and at least_______period(s) in each school day required for the supervised and directed study of technical and auxiliary related subjects.

2. The outlines of the processes to be learned on the job and of related subjects to be taught in the school is presented on the reverse hereof and constitutes the major portion of the training program of this learner.

3. The student will not be permitted, in the process of gaining occupational experience, to remain in any one operation, job, or phase of the occupation beyond the period of the time that is necessary for him to become proficient in that occupation.

4. The student while in the process of training will have the status of a non-competitive worker neither displacing a regular worker now employed nor substituting for a worker needed by the training agency.

5. The following schedule of compensation shall be paid the trainee for the school year.

   Amount per hour______________, and per week______________.

6. All transfers, withdrawals, or dismissals shall be made jointly by the Coordinator and by the employer.

______________________________ ______________________________
Teacher Employer

______________________________ By____________________________
Supt. or Principal

Date________________________

DISTRIBUTION: Copies to — Employer, School Superintendent, State Supervisor and Coordinator

This section should be filled in by the coordinator in conference with the employer of the student.

OUTLINE OF JOB PROCESSES	OUTLINE OF RELATED SUBJECTS
(JOB ANALYSIS)	(ANALYSIS OF DIRECT RELATED STUDY)
NAME OF TRAINEE	

I certify that satisfactory completion of the above program of training will justify granting two units of credit by this high school.

Superintendent

Form T & I-3b

Code

Race

ORIGINAL

INITIAL REPORT

ON

Trade and Industrial Cooperative Classes

City County Date

State Supervisor Trade and Industrial Education
P. O. Box 771, Jackson, Mississippi

I hereby submit the following initial report on the Trade and Industrial Cooperative Class, organized at School. This course began 19 with pupils enrolled, as follows:

NOTE: This form should be filled in listing each student enrolled in the class and mailed in at least by the third week of operation of the course.

NAME OF STUDENT	AGE	SEX	GRADE LEVEL	D. O. T. CODE	OCCUPATIONAL TITLE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Signed
Superintendent or Local Supervisor

Signature of Teacher

Form T&I-5

Code No.____________

ORIGINAL

APPLICATION FOR APPROVAL IN ADVANCE

FOR

STATE AND FEDERAL AID

FOR

Part Time and Evening Classes in Trade and Industrial Education

____________________County

____________________City

____________________Date

To: State Board for Vocational Education
Jackson, Mississippi

The School Board of____________________being desirous of establishing a vocational class as described below hereby makes application for approval of such under the provisions of the federal vocational educational act and the state plan for vocational education. It is understood and agreed that the local school board will pay the entire cost of instruction and will receive reimbursement from the State Vocational Board for ____% of this cost. The total cost of instruction for this class will probably be $__________.

Signed:____________________Superintendent

CLASS:

Occupation for which instruction is to be given____________________

Subjects____________________

White or colored__________ Probable enrollment: M__________ F__________

Class will meet: Place__________ Time: From______ To______ Days______

Class will start__________ Will continue__________weeks

TEACHER:

Name____________________

Employed by__________ Occupation__________

Years of experience__________ Age of Teacher______ M______ F______

Years Schooling______ M. S.______ College______ Graduated ______

Vocational Certificate__________ (yes, no) No.__________

Rate of pay for this class $__________ per hour Total salary $__________

ATTACH TO THIS APPLICATION outline of course to be given.

Approved:

STATE VOCATIONAL BOARD

By:

____

State Supervisor, Trade and Industrial Education

Note: This form is to be submitted in duplicate and approval received before the first meeting of the class is held.

Form T&1-6 **ORIGINAL** Code____________

Race____________

INITIAL EVENING REPORT

ON

Trade and Industrial Type C and Evening Classes

City________________________ County________________________ Date________________

State Supervisor Trade and Industrial Education
P. O. Box 771, Jackson 5, Mississippi

I hereby submit the following initial report on the evening class in________________________
Subject

________________, organized at________________________School. This course began

________________ 19____ with__________ pupils enrolled, as follows:

NOTE: This form should be filled in listing each student enrolled in the class and mailed in at least by the third week of operation of the course.

NAME OF STUDENT	Age	Sex	Year in this work	Grade Level	OCCUPATIONAL OBJECTIVE	EMPLOYED BY:
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
1.						
12.						
3.						
14.						
5.						
6.						
17.						
8.						
19.						
0.						
21.						
2.						
23.						
4.						
25.						

Signed________________________
Superintendent or Local Supervisor

____
Signature of Teacher

Form T & I-7b

ORIGINAL

FINAL REPORT

ON

Trade and Industrial Cooperative Classes

Code__________

Race__________

City__________ County__________ Date__________ 19____

State Supervisor Trade and Industrial Education
P. O. Box 771, Jackson, Mississippi

I hereby submit the following final report on the class in Part-Time Cooperaitve Training conducted at__________

__________ School. This course began__________ 19____, ended__________ 19____, and comprised

class meetings of__________ hrs. each or a total of__________ hrs. instruction. There were__________ teachers of this class and the enrollment of pupils was as follows:

NOTE: This list should include the names of all persons that attended the class during the course.

NAME OF STUDENT	AGE	SEX	FINAL GRADE	D. O. T. CODE	OCCUPATIONAL TITLE	EMPLOYED BY
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						

Signed__________
Superintendent or Local Supervisor

____
Signature of Teacher

Form T&I-7

ORIGINAL

Code____________

Race____________

FINAL REPORT

ON

Trade and Industrial Education Classes

City____________________ County____________________ Date____________19____

State Supervisor Trade and Industrial Education
P. O. Box 771, Jackson 5, Mississippi

I hereby submit the following final report on the class in________________________
(Type of Class)

conducted at____________________School. This course began____________________ 19____,
ended____________________ 19____, and comprised________class meetings of________hrs. each or a total of
________hrs. instruction. There were________teachers of this Class and the enrollment of pupils was as follows:

NOTE: This list should include the names of all persons that attended the class during the course.

NAME OF STUDENT	Age	Sex	Last Grade Completed	Final Grade	OCCUPATION OR TRAINING OBJECTIVE	EMPLOYED BY
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
0.						
11.						
2.						
13.						
4.						
15.						
6.						
7.						
18.						
9.						
20.						
1.						
22.						
3.						
24.						
5.						

Signed______________________________
Superintendent or Local Supervisor

____
Signature of Teacher

Standard Form No. 223C
Form prescribed by
State Auditor
July, 1956
For 12 mos. voc.
teachers
H. B. 942, Regular Session 1956

Voucher For Reimbursement of Expenses Incident To Official Travel

STATE BOARD OF EDUCATION
VOCATIONAL EDUCATION DIVISION

Vou. No.

File

RECORD OF PAYMENT

Date

Req. No.

Check No.

Fund

Official Duty

County

School

Month

To
(Name of Teacher)

Address

MONTHLY STATEMENT OF OFFICIAL LOCAL TRAVEL

DATE	NO. STUDENTS VISITED	TOTAL MILES	DATE	NO. STUDENTS VISITED	TOTAL MILES	DATE	NO. STUDENTS VISITED	TOTAL MILES
				TOTALS				

Total Number of Hours Given to Instruction and Supervision of Young and Adult Students

PENALTY FOR PRESENTING FRAUDULENT CLAIM.—Fine of not more than $250.00; civilly liable for full amount received illegally; and in addition, removal from the office or position held by the person presenting such claim. (See Section 10 of H. B. No. 223, Miss. Laws of 1950.)

Subject to any differences determined by verification, I certify that the amount claimed by me for travel expenses for the period indicated above is true and just in all respects, and that payment for any part thereof has not been received.

Approved for payment:

County or Separate School Supt.

Payee
(Signature of Vocational Teacher)

Verified by
School Superintendent

AMOUNT CLAIMED (To be Filled in by Teacher)			AMOUNT DUE (As Per Office Verification)		
FOR	Dollars	Cents	FOR	Dollars	Cents
Travel					

(DISTRIBUTION: White copy to Administrative Superintendent, pink copy to State Vocational Board, Green copy to Local School Supt., and yellow copy for Vocational Teacher)

Standard Form No. 223 a
Form prescribed by
State Auditor
April, 1950

Attach Vouchers Here

Voucher For Reimbursement Of Expenses Incident To Official Travel

Vou. No.____________________

File____________________

STATE OF MISSISSIPPI,

STATE BOARD OF EDUCATION
VOCATIONAL EDUCATION DIVISION Dr.
(Department or Institution)

RECORD OF PAYMENT

Date____________________

Req. No.____________________

Check No.____________________

Fund____________________

To____

Address____

____
(Official Duty)

For mileage for privately owned motor vehicle used by me for transportation, and/or lieu allowance, and for reimbursement for subsistence (meals and lodging) and other expenses paid by me in the discharge of official duty from____________________19____, to____________________19____, as per itemized statement within.

AMOUNT CLAIMED			AMOUNT DUE (AS PER OFFICE VERIFICATION)		
FOR	DOLLARS	CENTS	FOR	DOLLARS	CENTS
SUBSISTENCE					
TRAVEL					
OTHER					
TOTAL			AMOUNT VERIFIED: CORRECT FOR		

Subject to any differences determined by verification, I certify that the above amount claimed by me for travel expenses for the period indicated is true and just in all respects, and that payment for any part thereof has not been received.

Approved for payment: ______________________________Payee

______________________________Title State Director Of Vocational Education Verified by______________________________

PENALTY FOR PRESENTING FRAUDULENT CLAIM.—Fine of not more than $250.00; civilly liable for full amount received illegally; and in addition, removal from the office or position held by the person presenting such claim. (See Section 10 of H. B. No. 223, Mississippi Laws of 1950.)

ACCOUNTING CLASSIFICATION (for completion by Administrative Office)

APPROPRIATION AND/OR COST ACCOUNT			OBJECTIVE OR PROJECT CLASSIFICATION		
SYMBOL OR TITLE	AMOUNT		SYMBOL OR TITLE	AMOUNT	

STATEMENT OF SUBSISTENCE AND OTHER TRAVELING EXPENSES

Incurred by ______________________ from ______________________ 19____, to ______________________ 19____

STATEMENT OF COSTS OF MEALS AND LODGING

DATE	DAY	MEALS			HOTEL ROOM	DAILY TOTAL	PLACE WHERE HOTEL EXPENSE INCURRED
		BREAKFAST	LUNCH	DINNER			
TOTALS							

OTHER AUTHORIZED EXPENSES

ITEMS	AMOUNT
TOTALS	

STATEMENT OF TRAVEL BY PRIVATELY OWNED AUTOMOBILE

DATE OR DAY	POINTS OF TRAVEL			MILEAGE COMPUTATION		
	STARTING POINT	INTERMEDIATE POINTS	ENDING POINT	MILES TRAVELED	RATE PER MILE	AMOUNT
TOTAL MILEAGE COMPUTATIONS (AMOUNT TO BE CARRIED TO SUMMARY SHEET—PAGE 1)						

STATEMENT OF TRAVEL BY PUBLIC CARRIER

DATE	POINTS OF TRAVEL		MODE OF TRAVEL*	FARE PAID AMOUNT
	FROM—	TO—		
TOTAL AMOUNT (TO BE CARRIED TO SUMMARY SHEET, PAGE 1)				

*Show abbreviated name of public carrier and class of service used.

Misc. 2522
(Rev. January 1947)

FEDERAL SECURITY AGENCY
Office of Education
Vocational Division
Washington 25, D. C.

Budget Bureau No.
51-R092.4
Approval expires
June 30, 1948

REPORT OF COOPERATIVE DIVERSIFIED OCCUPATIONS PROGRAM

School Year 19__ - 19__

City________________________________State________________

Name of school where classes meet________________________

Address of school____

Coordinator's Name__________________No. months employed per year__________

Date program was established____________Present enrollment: Boys___Girls_____

Student's schedule: Number of hours in related subjects: Daily___Weekly______

Number of hours in other school subjects: Daily__________Weekly____________

Annual amount provided by school for purchasing related instr. material $________

Is schedule of job processes on file for each student?______________

Is schedule of related subjects on file for each student?______________

Representative Advisory Committee

Employer's names	Organization or business represented	Official Position

Employee's names	Organization or business represented	Job Title

Are consultants used in each occupation for which students are being trained?

____

If not, specify those occupation in which they are not used and give reasons:

____

____

____

____

Student Number	Specific occupation in which student is trained	Age	Wage per week	Hrs. emp. per week	Student Number	Specific occupation in which student is trained	Age	Wage per week	Hrs. emp. per wee
1					25				
2					26				
3					27				
4					28				
5					29				
6					30				
7					31				
8					32				
9					33				
10					34				
11					35				
12					36				
13					37				
14					38				
15					39				
16					40				
17					41				
18					42				
19					43				
20					44				
21					45				
22					46				
23					47				
24					48				

(Use additional sheets if necessary)

Name of School ______________________________ Date ____________

FOLLOW-UP OF STUDENTS
OF PAST SCHOOL YEAR (19__ - 19 __)

I. ENROLLMENT:

	Number of Students		
	Male	Female	Total
Students not completing training........... (Including juniors)			
Students completing training...............			
Total students enrolled.............			

II. STUDENTS NOT COMPLETING TRAINING:

Reason for not completing training (Specify)	Number of Students		
	Male	Female	Total
Carried over to present year			
Total not completing training.............			

III. STUDENTS COMPLETING TRAINING (GRADUATES):

Status	Number of Students		
	Male	Female	Total
Employed in the occupations for which they trained..........................			
Employed in allied occupations............			
Employed in other occupations............			
Total employed................................			
Unable to obtain employment....................			
Continuing education...........................			
Otherwise unavailable for employment...........			
No information available......................			
Military service..............................			
Other (Specify)			
Total Completing Training...........			

IV. EMPLOYMENT STATUS OF GRADUATES

	List occupations	Number employed in each occupation	Average weekly rate of pay in each occupation
Employed in occupations for which they were trained			
Employed in allied occupations			
Employed in other occupations			

(Use additional sheets if necessary)

4/48 (20-75768-2000)

Signed: ____________________
Coordinator

COMMUNITY OCCUPATIONAL SURVEY

Name of Firm ______________________________

Address ______________________________

Name of Manager ______________________________

Date ______________ Person Interviewed ______________

		Male	Female
Types of Regular Employees:	1. Skilled		
	2. Unskilled		
	3. Professional		
	4. Learners		
Types of Part-time Employees:	1. Skilled		
	2. Unskilled		
	3. Professional		
	4. Learners		

Average Length of Training Period ______________________________

Prerequisites: ______________________________

1. Educational ______________________________
2. Personal ______________________________
3. Occupational ______________________________

Manipulative Skills Required on the Job, if any ______________________________

____

Types of Service Rendered by Firm ______________________________

____

Is Firm engaged in Inter-State Commerce? ______________

Work Hazards ______________________________

(To be filled in by the Coordinator)

Training Facilities (check) ______ Good ______ Fair ______ Poor ______

Remarks ______________________________

Survey Made By ______________________________

(School Letterhead)

(Date)

Dear Patron:

The __________________ High School is nearing the close of its year's work. Sometime during the next few weeks, students will be asked to enroll for next year. I am taking this means to explain our department and to answer questions which are frequently asked.

1. This department is primarily concerned with Vocational Education. This special phase of the program is known as Part-Time Cooperative Training. It is planned to make possible definite, practical training in actual work situations for boys and girls while they are still in the high school.

2. To be eligible, the student must be in either the junior or senior class; must be at least sixteen years of age; must have the proper moral, physical and scholastic background to enable him to take his place as an apprentice or learner in the business or industrial world.

3. The student is required to attend school at least half of each school day and to spend the remainder of the time on the job. (The student usually works 15 per week; 20 hours including Saturday.)

4. A wage is paid the student on the job. Depending on type of employment, wages range from standard minimum wage to not less than that paid other beginning workers in the same occupation.

5. The students receive two high school units or credits for satisfactory completion of work in this department. They are expected to select two other regular high school subjects in addition to this work. This enables the student to earn the usual four credits per year.

6. It is possible for a student to take this work and arrange his courses so he may prepare for college entrance. If he prefers not to go to college, he can usually receive sufficient training in this department to make it possible for him to secure a permanent work situation upon graduation from high school.

7. This department is definitely a part of the regular public high school system and is not to be confused with any form of youth, adult, or relief education fostered by the Federal Government.

8. We cannot promise every student who desires to enroll a place in the class. We do promise that every student who can be placed in a satisfactory training situation will be accepted provided he meets all other requirements. Since we do use actual work situations for the training of these students, we are limited in the number of young people we can care for by the number of job openings which are available as training situations.

If you wish further information, I shall be glad to have you call me at the high school. (Phone: __________)

Let me know if I may cooperate with you or serve you in any way.

Signed: ______________________________________
(Your Name) Coordinator

(School Letterhead)

(Date)

Dear (Name of Student):

The T. & I. Part-Time Cooperative Program in your school offers you an opportunity to receive training and job experience in a particular trade or occupation and at the same time receive credits toward earning your high school diploma.

A brief explanation of this training program is included on the enclosed Student Application form. If you are interested in enrolling in this Vocational Education Program, please fill in all blanks carefully and submit, in person, to the undersigned.

It will be a pleasure to counsel with you and answer any questions you might have regarding this program.

Sincerely,

Coordinator

(________________Senior High School)*

Enc. 1

*Not necessary if school letterhead is used.

STUDENT APPLICATION FOR ENROLIMENT
IN THE
T. & I. PART-TIME COOPERATIVE PROGRAM

EXPLANATION: Part-time Cooperative Education is essentially a cooperative effort whereby business and industry, on the one hand, and the Senior High School, on the other, cooperate in the actual training for employment of certain high school boys and girls. Before a student is admitted to the program, he or she must have, with the aid of the coordinator, if necessary, (1) selected a specific occupation or job in which training is desired, and (2) secured part-time employment in this selected occupation as the laboratory part of the course. The course will require that each student attend the Part-time Cooperative class one or two periods daily and devot fifteen hours per week during school days, to actual employment on the part-time job. Thus the program will require a minimum of 5 hours class work and 15 or more hours of employment, or a total of 20 to 25 hours per week for which two high school units (credits) per year are earned for satisfactory performance.

Date ______________________

Name ______________________ Grade ______________________

Address ______________________ Telephone ______________________

Sex ________ Age ________ Date of Birth ____________ Weight ________ Height ________

Parents' Names ______________________

Do you live with your parents and at the above address (Both parents)? ________

Church Preference ______________________

What do you plan to do after you graduate from high school? ______________________

____

____

____

Do you plan to go to college? ________ If so, where? ______________________

What course do you plan to major in at this college? ______________________

Briefly state why you are applying for admission to this course. ______________________

Give your first and second choices of occupations in which you desire to be trained in Diversified Occupations. (1) ______________________

(2) ______________________

Upon what do you base your first choice? (Explain) ______________________

____

____

____

Previous Work Experiences:

Employed by	Type of Work	Dates Worked

Can you type? __________ Words per minute __________

Can you take Shorthand? __________ Words per minute (Dictation) __________

Have you studied bookkeeping? _____ Industrial Arts? _____ Home Economics? _____

Is your father living? _______ Occupation? __________ Place of Employment? __________

Is your mother living? _______ Occupation? __________ Place of Employment? __________

I have filled out all of the above blanks only after careful consideration and therefore certify that they are true. If this application is accepted and I am placed in a training agency, I pledge myself to be alert at all times, both on the job and in the classroom, taking advantage of every opportunity that will bring about greater efficiency in the classroom and increased skill on my job.

Signed ______________________

It is my consent and desire for the above named students to participate in this program.

Signed ______________________
Parent or Guardian

PERSONAL DATA SHEET

Name ______________________________ Grade __________

Number of credits earned to date: ______________________________

Subjects and grades earned:	9th Grade	10th Grade	11th Grade
1. English ____________	______	______	______
2. Social Studies ____________	______	______	______
3. Mathematics ____________	______	______	______
4. ____________	______	______	______
5. ____________	______	______	______
6. ____________	______	______	______
7. ____________	______	______	______
8. ____________	______	______	______

Choice of occupational training:

1st Choice ______________________________

2nd Choice ______________________________

Applications made:

Place	Date
______________	______________
______________	______________
______________	______________

Placement:

Place	Date
______________	______________
______________	______________
______________	______________

Name of Student Date

Combined Profile of Test Results*

	0	10	20	30	40	50	60	70	80	90	100
Primary Mental Abilities											
Verbal Meaning											
Number Facility											
Reasoning											
Spatial Relations											
Total Score											
Kuder Interest Inv. - Voc.											
Outdoor											
Mechanical											
Computational											
Scientific											
Persuasive											
Artistic											
Literary											
Musical											
Social Service											
Clerical											
Kuder Int. Inv. - Pers.											
Group Activity											
Stable Situations											
Dealing with Ideas											
Avoiding Conflict											
Directing Others											
Iowa Tests of Ed. Development											
Understanding Basic Social Concepts											
Background in Natural Sciences											
Ability to Express Myself											
Abil. to do Quantitative Thinking											
Abil. to Interpret Social Studies Inf.											
Abil. to Interpret Inf. in Nat. Sci.											
Abil. to Interpret Literary Materials											
General Vocabulary											
Composite Score on above tests											
Use of Sources of Information											
Other:											
	0	10	20	30	40	50	60	70	80	90	100

Percentiles

*Tests other than these might have been administered, but the same general principle could be applied. Combining test results in this way makes not only for quick interpretation by coordinator but ease in interpreting to students, parents and employers.

Memo to Accompany Personality Rating Sheet

Date______________________________

Memo to:____
(Name of teacher, employer or individual who has been given as a reference by the student)

From:____
Coordinator, ____________________________High School

Re:____
(Name of student)

The above named student has applied for admission to the part-time cooperative training program. Before attempting to place him in a training situation, we would like to have as much information--from several sources--as possible about him.

Since you have either known, taught, or worked with him, you are in a position to evaluate the personality traits listed on the enclosed sheet. Will you please do so and return at your earliest convenience.

A stamped, self-addressed envelope is enclosed.

We appreciate your cooperation in this matter.

PERSONALITY RATING SHEET

Student ______________________________ School ______________________________

Date ______________________________ Coordinator ______________________________

DEPENDABILITY

Prompt, Punctual, Cooperates, Sincere, Trustworthy, Reliable, Stick-to-itiveness, Consistent, Ability to work without supervision

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

CULTURAL REFINEMENT

Courteous, Modest, Good Deportment, Considerate, Kind, Appreciative, Sympathetic, Good Manners, Respectful, Polite, Exercises Self-Control

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

LEADERSHIP

Responsible, Initiative, Self-confident, Original, Enterprising, Uses good judgment, Resourceful, Ability to size up a situation, Fair, Tactful

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

INDUSTRIOUSNESS

Industrious, Zeal, Perseverance, Diligence, Habits of Work, Application purposeful, Attitude and Willingness, Sustained Interest and Application

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

MENTAL ALERTNESS

Enthusiastic, Animated, Attentive, Observing, Anticipates needed facts, Secures unusual information, Creative

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

THOROUGHNESS

Definite, Accurate, Careful, Sustained Interest, Completion of Work

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

PERSONAL GROOMING AND PERSONAL APPEARANCE

Well-groomed, Clean, Unoffensive, Nice Appearing, Fingernails well manicured, Neat, Inconspicuous, Hair well cared for, Carefully and modestly dressed

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

ABILITY TO GET ALONG WITH OTHERS

Adaptable, Cheerful, Sociable, Attractive, Agreeable, Tactful, Emotional Stability, Intellectual Maturity, Sense of Humor, Poise, Dignity, Optimistic

POOR	BELOW AVG.	AVERAGE	ABOVE AVG.	EXCELLENT

CARD OF INTRODUCTION
Cooperative Training Program
______________________ High School

Company____

Address ____

Attention: Mr. ____

This will introduce ___________________________________

Who is applying for position of_________________________

____

Phone Number___________________ Coordinator __________________

The above card is carried by the trainee when presenting himself as an applicant for a job.

STUDENT SCHEDULE

Name ______________________________

Address ______________________________

Home Telephone ____________________ Grade ______________

Period	Subjects	Room No.	Teacher
1.			
2.			
3.			
4.			
5.			
6.			
Act.			

Place of Employment: ______________________________

Immediate Superior on Job: ______________________________

Telephone: ______________ Extension: ______________

REQUEST FOR TIME OFF

SENIOR HIGH SCHOOL
T. & I. PART-TIME COOPERATIVE TRAINING
____________, MISSISSIPPI

Date ______________

Trainee ______________________________ Work Job ____________________________

Requests permission to take time off ______________________________
(Date)

for ______________________________ (Purpose) ______________________________

If you think this request reasonable, and feel that the trainee's record merits this consideration, please indicate your permission for this arrangement by signing on the space below.

Remarks: ____

____

____

____

Signed ______________________________
Coordinator

Signed ______________________________
Employer

COORDINATOR'S CONFERENCE RECORD

Student's Name ______________________________

Training Agency ______________________________

Employer ______________________ Telephone ____________

Date	In Person or by Phone	Person Interviewed	His Comment or Evaluation	Suggestions

May be used in recording interviews with parents, teachers, and employers.

____________________PUBLIC SCHOOLS
T. & I. Part-Time Cooperative Training Department

Date ____________________

Name of Individual (and title)______________________________

Name of firm____

Address ____ ________

Dear Sir:

On behalf of the____________________Public Schools, the local Vocational Education Department, and ____(Trainee)____, I want to thank you most sincerely for the splendid cooperation and encouragement which you have given us during the past year. Especially do we appreciate your constant interest and assistance in helping ____(Trainee)____to improve his practices and skills of____(title of occupation)____.

We trust that you have found this experience a profitable one and hope for your continued cooperation during the coming school year.

Is there a particular pupil whom you would prefer to help?________________

What is the pupil's name?______________________________________

In what occupation do you prefer and are you prepared to offer training?

____

We shall appreciate your giving in the space below your frank judgment of this training course and any suggestions you can offer for its improvement.

____

____

____

Sincerely yours,

____
Coordinator

SECTION II

RELATED INSTRUCTION

SECTION II RELATED INSTRUCTION

CHAPTER XXI

Suggested Techniques of Instruction For Directly and Indirectly Related Information

The successful coordinator plays many roles in the performance of his varied responsibilities. But none is more important than that of teacher. As such, he bears full responsibility for providing adequately for both directly and indirectly related instruction in the classroom situation. In some respects he has a number of distinct advantages over most other regular subject matter teacher.--

A. Students elect to enroll in the part-time cooperative training program usually because they are interested and desire to profit from the training offered.

B. Probably no better opportunity is available in the whole school program to practice all the best known techniques of individualized instruction.

C. Adequate physical facilities within the classroom usually provide the atmosphere of a laboratory where there is freedom of movement; tables and chairs which permit small groups, interested in the same occupation or project, to work together; and sufficient basic reference materials to permit most work to be done within the room.

D. Motivation is less of a problem than in some courses since there is ample opportunity for individual initiative in selecting and working on meaningful assignments correlated with on-the-job experiences. Thus there is little or no "waiting period" to see the results of learning.

E. The coordinator has the satisfaction that comes with being so directly involved with youth during the transition period from formal education to placement on the job.

All the above is not intended to leave the impression that the coordinator will not have to recognize and solve some problems which may arise. However, "prevention is worth a pound of cure;" and the alert coordinator will take steps to forestall difficulties which might arise. It is possible to arouse and/or maintain interest in related instruction when a sufficient variety of teaching techniques is used to avoid monotony during class periods. Interest, so maintained, will help reduce the number of problems involving discipline which might arise in a less well organized, interesting and well planned program of activities.

Students' attitudes toward the whole program of related instruction will be reflected in the attitude of others--within the school and the community--toward part-time cooperative training. Not only students but parents and others in the community become aware of the program's major objective--namely, the growth and development of an individual student into a resourceful and successful worker who is recognized as a worthwhile individual prepared to be an asset to his community and a contributing member to society.

CHAPTER XXII

Use of Study Guides in Directly Related Instruction

It should be remembered by those instructing part-time cooperative students that a considerable portion of the orientation period is needed to establish the fundamental procedures to be followed in the use of the study guides. Most of all, it should be clearly emphasized to the student-learner that the purpose of the study guide is to assist him in acquiring the directly related information so necessary to him if he is to succeed and advance in his chosen occupation. It must also be emphasized that it is up to him to work consistently, at his best rate of speed, until he has completed each phase of his training. It should be recognized by all concerned, however, that the successful use of study guides in the Part-time Cooperative Training Program in any school will depend, in a large measure, on the initiative, leadership ability, and planning of the coordinator.

The main purpose of directly related study guides (as it was conceived by Mississippi Coordinators, State Supervisors, and the Teacher Trainer in conferences at Mississippi State University) was to develop an instrument which would serve as a medium through which effective directly related instruction could be given and properly correlated with job experiences.

It is understood that directly related instruction is that phase of instruction which the student-learner should have to enable him to perform job skills efficiently and intelligently. It involves scientific and technical information, step-by-step procedures and explanations concerning a given job or operation, all of which enable the student-learner to proceed in the performance of his work in an orderly, intelligent, and efficient manner. It should be correlated with job experiences as nearly as possible. Therefore, every effort must be made by the coordinator to keep study guides up to date, including changes common to technical and industrial developments in most occupations involved in the program.

Student Orientation in Use of Study Guides

Some principles which will help in the orientation of student-learners in the use of the directly related study guides may be stated as follows:

> The Directly related study guides are devices which may be used in guiding student-learners to sources of information related to their jobs; they are the keys to technical information which is necessary for student-learners to have if they are to advance on their jobs.
>
> The study guides establish a definite program of individual study directly related to work experiences; they provide media through which supervised and directed study can be accomplished in the diversified occupations represented in any one class.
>
> The Directly related study guides furnish student-learners with guides to technical information concerning their jobs as they move from one operation to another. They provide for extra research and are helpful to the coordinator or supervisor in checking progress made by each individual student-learner.
>
> Finally, directly related study guides are time savers for both student-learners and coordinators. They furnish well-planned procedures to follow in selecting study topics; they indicate materials needed for study; they are guides for those in charge of the purchase of reference materials needed, and they help to eliminate confusion, cross purposes, and undesirable behavior in the group.

Near the front of each directly related study guide there is an explanation regarding its use. Several pages are devoted to this in a message labelled "TO THE STUDENT." This is a suggested method which the coordinator may follow with his own individual alterations. Frequent references regarding the use of study guides are made throughout the remaining section of this handbook.

Questions and Answers: Brief Summary

Q. What is a directly related study guide?

A. A directly related study guide is an instrument which is designed to serve as just that--a guide--to the part-time cooperative student in his pursuit of technical information directly related to his job experiences. It affords an excellent means of correlating instruction in school with actual experiences on the job. A directly related study guide may contain any number of assignments; but they may be classified as directly related only when they can be correlated with job performance at the training agency.

Q. What are some of the advantages to the coordinator or supervisor in having a directly related study guide?

A.
1. It lends itself well to the supervised and directed study plan.
2. It provides a means of making definite assignments.
3. It sets up definite tasks to be performed.
4. It provides original problems.
5. It lists available references.
6. It eliminates lost motion and waste of time.
7. It provides a record of progress in school and on the job.
8. It provides a concrete basis for evaluation of student performance in the classroom situation.

Q. Should student learners be permitted to meet requirements merely by answering the questions listed under each job in the study guide?

A. To allow student-learners to merely answer the questions would be permitting them to get by with inadequate and incomplete work. In order for the student-learners to appreciate all phases of the job, it is suggested here that after the job has been selected, the student should assemble all references, make a survey of the reading materials and set up an outline of attack, read and take notes without regard for the questions. He should then answer all questions listed under the job in the study guide (using only his memory and notes) as a culminating phase of the study.

Q. How much time should be used in orientating student-learners to the use of the directly related study guide?

A. There is no definite time recommended for orientation. However, at the beginning of the school year, the coordinator should use sufficient time to teach the actual mechanics of the study guide. The amount of time required will vary with individual coordinators and each student group. The success of the program will depend to a great degree on the effectiveness of this period.

Q. If fifty percent of the class time is devoted to indirectly related study, can the student-learner fully develop more than one average job of directly related instruction per week?

A. If the student-learner selects his job, collects his references, completes his research reading, sets up his introduction and objectives, writes a complete description of the job operation, and answers all the questions under the problem, it is reasonable to assume that two average study guide jobs per week is about all that could be expected. No set requirements should be established. Allowances must be made for individual differences and differences in assignments.

Q. Should the student-learner be allowed to select just any job in the directly related study guide, or should he be assisted in choosing the jobs which will correlate with work experiences?

A. It is recommended that the student-learner have a complete break-down of all job operations at his training agency. With this information, the student-learner and the coordinator, working together, can make the proper selection of jobs which will correlate with work experiences.

Q. Is it necessary for the coordinator, employer, and the student to cooperate in making a complete break-down of job operations at each training agency?

A. In order for the coordinator to know the different job operations which the student-learner will be expected to perform, it is reasonable to believe that the coordinator as well as the student-learner should have this information. Such information will be of much value to both in selecting jobs in the study guides which can be correlated with work experiences.

CHAPTER XXIII

Correlation of Directly Related Instruction With Job Experiences

Introduction

The correlation of related instruction with the work experience on the job means the "tying-in" of directly related study with what the student-learner is doing on the job. The coordinator not only must "sell" students on the use of study guides--he must also teach how to use them. Jobs in the study guides should be assigned to students until they are capable of selecting their own assignments. Continuous checking will insure that the classroom study is "in-line" with what the student is doing on the job.

Another method of correlating directly related study with work experiences is that of preparing the student in advance for new experiences on the job. The coordinator can, during his contacts with an employer, learn of new duties and responsibilities which the student-learner will soon be performing and make assignments in advance to correlate with these duties.

Record Form of Work Experience

The printed form which follows is recommended as satisfactory for keeping this important record of work experiences. The blank forms may be purchased from Johnson Printers, Corinth, Mississippi, for almost the same price as mimeograph paper plus stencils; and they look much neater and add prestige to the student's record.

(Student's Name) (Occupation) (Employer)

SECTION A

WORK EXPERIENCE ON JOB	M.	T.	W.	T.	F.	S.	TOTAL TIME
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
			TOTAL HOURS FOR WEEK				

SECTION B

DAYS	TIME IN	TIME OUT	TOTAL DAILY
MON.			
TUES.			
WED.			
THUR.			
FRI.			
SAT.			
	TOTAL HOURS		

Date (Monday)________________

Coordinator's Grade________________

Amount of Pay Earned________________

JOHNSON - CORINTH

ASSIGNMENT SHEET — SECTION C

MONDAY:

Date______________ **Job No.**______________

Subject: ______________

References: ______________

TUESDAY:

Date______________ **Job No.**______________

Subject: ______________

References: ______________

WEDNESDAY:

Date______________ **Job No.**______________

Subject: ______________

References: ______________

THURSDAY:

Date______________ **Job No.**______________

Subject: ______________

References: ______________

FRIDAY:

Date______________ **Job No.**______________

Subject: ______________

References: ______________

TEACHER'S COMMENT — SECTION D

Instruction for Using the Job Report Form

Section A

There are 12 lines for describing work experiences. For example an auto mechanic trainee may have: 1. Cleaned and repaired a carburetor; 2. Adjusted a carburetor; 3. Replaced distributor points; 4. Adjusted distributor points; 5. Done trouble shooting; 6. Replaced wheel cylinder brake kits; 7. Relined brake shoes; 8. Balanced wheels; etc.--all of which are listed under "Work Experience on the Job." The amount of time spent on the job--Monday through Saturday--should be recorded in quarter hours (1/4, 1/2, 3/4, 1, etc.). Some days a student might perform a variety of jobs. No experience should be recorded more than once on the form. At the end of the week, the student should total the amount of time spent on each performance or duty and then total the hours for the week. An item titled miscellaneous may be entered on the last line to account for time not otherwise assignable.

Section B

Sufficient space is allotted for listing the time the student checked-in on the job, checked out, and the total time spent on the job daily. At the end of the week the total hours spent on the job should equal the total hours from Section A. A date (Monday, for example) should be the beginning date of the work experience report. The coordinator places the grade for the week's work on the appropriate line. The blank "Amount of Pay Earned" should be filled in by the student upon receipt of his wages. This might be on a weekly or monthly basis.

Section C

This section is devoted to assigments by the coordinator. Each day will carry the date, job number in the study guide, subject or title of the job, and references. Page numbers of references used should also be included.

This assignment sheet furnishes the coordinator with an easy and practical method of correlating directed study with work experience. A student should not be required to complete a "job a day" because of the varying amount of research required and because of individual differences involved. A better plan is to require complete treatment of the problem regardless of the time required. Each coordinator should work out his own requirements for a week's work based on the individual student and the nature of the problems involved.

Section D

This section furnishes the coordinator with ample space for any comments, suggestions, or remarks pertaining to the student's work for any particular day or for the week or for future work.

Questions and Answers: Brief Summary

Q. What is meant by "Correlation of Related Instruction with Job Experience?"

A. It is the "tying-in" of the related instruction with what the student-learner is doing on the job. The effectiveness of the instruction will vary directly with the degree of correlation.

Q. Who is the Trainer and who the Student-Trainee?

A. The Trainer is the individual on the job who is responsible for the instruction of cooperative students on the job. It may be the employer or it may be someone who has been designated by the employer. The student-trainee is the part-time cooperative student.

Q. What is meant by directed study?

A. Directed study means that the student is directed in what to study, how to study effectively, and how to analyze, interpret, and apply information so gained.

Q. How may the coordinator make daily or weekly student assignments?

A. Daily or weekly student assignments may be made after a detailed study of the student's job experiences and a definite objective has been decided upon.

Q. What guide may a student use for directed study if a study guide is not available.

A. The student may use the "Weekly Job Report and Correlation Study Guide" on a project method basis.

Directly Related Instruction

The chapter on "Use of Study Guides in Directly Related Instruction" explains the major activity that should take place during the directly related instruction period. The coordinator should be aware of the disadvantages of exclusive use of the study guide. After the orientation period, during which students are taught how to record work experiences on the job, prepare study guide assignments, and select jobs which correlate with on-the-job work experiences, the coordinator must guard against following any set routine to the extent that it becomes boring and monotonous to students.

The following may be used by the coordinator to inject some variety into this period of instruction:

A. Oral or written reports by each student on the history and operation of training agency by which he is employed. These might include information such as:

1. Number of years in operation--founders and early history
2. Ownership (s)
3. Number of employees--classified according to occupations
4. Function of establishment in business or industrial world
5. Exhibit of materials made, types of work done, working models or the like

B. Reports on trips, conferences, and conventions--oral and/or written

1. Industrial visitations
2. Employee training conferences
3. State Club Meetings (Permit photography hobbyists to show slides and/or photographs made during trip.)

C. Written autobiographies and/or preparation of a folder or scrapbook entitled "All About Me" which may be used by the student in the future as he needs records regarding dates of employment, names of immediate superiors, etc.

D. Scrap Books

Occupational information pertaining to related occupations, educational or training requirements for promotion, effects of automation, current trends

E. Supplementary reading assigned by employers

1. Trade and/or professional magazines (often provided by employers)
2. Book reports (on books recommended and/or provided by employers)

F. Special reports may be made orally or written on subjects such as:

1. Why I Selected My Occupation
2. What is New in My Occupation
3. My Future on My Job
4. If I Were My Boss
5. History of Trade and Industrial Education
6. Hazards of My Occupation
7. Why Stay in School

G. Discussion of current events and their impack on workers

1. Acts of Congress and laws passed by Mississippi State Legislature
2. Activities of A. and I. Board and area development committees in bringing new industries to Mississippi
3. Role of labor unions in the world at work
4. Status and provisions of "right to work" laws

CHAPTER XXIV

Indirectly Related Instruction

Indirectly related information for student-learners is classified as knowledge all persons going to work in any occupation should have. Indirectly related instruction will ordinarily comprise one class period each day or a given number of class periods per week depending on the local situation. Indirectly related information may not be considered essential to enable an individual to perform the manipulative skills on the job; but possession of it does create confidence and job pride and enables him to work with a greater degree of intelligence and satisfaction. It is said that 80% - 90% of those losing their jobs do so because of personal traits and characteristics which are unacceptable rather than because of inability to perform required work.

Indirectly related instruction gives the coordinator an opportunity to use a wide variety of teaching procedures: reading assignments, lectures, oral reports, buzz sessions, panel discussions, visiting speakers, radio, TV, visual aids (blackboards, charts, film strips, and sound movies), bulletins, demonstrations, and business and industrial visitations.

If the local situation provides for two related class periods per day, one period should be devoted to indirectly related instruction. However, if the local situation provides for only one period of related instruction per day, at least two class periods per week should be devoted to this type of related instruction.

Best use of time may be made and more effective teaching result if the indirectly related instruction is presented on the basis of units; such as a unit in desirable work habits and attitudes, legal information, etc. In introducing these units or subjects, the coordinator must recognize the need for proper orientation by explaining the purpose, reason, and the use of the information. In other words, he must "sell" the students on each unit and try to make each as interesting as possible. Since education is considered a gradual learning process resulting in growth and changed behavior, the indirectly related instruction will have better results if it is carried on as a continuous learning process throughout the school year.

Following are some recommended units or subjects to be studied by the students during the school year:

> Orientation will require more time in this program than in regular high school subjects. New students, especially, need to acquire considerable information as soon after school opens as possible. The coordinator should explain the operation of the particular local Vocational Part-Time Cooperative Training Program, the philosophy underlying it, classroom regulations and general procedures. All students, whether placed on the job or not, should be taught how to make application for employment covering phases such as: writing letters of application, preparing data sheets, making appointments for interviews, presenting cards of introduction, and making follow-ups. This information is essential to the students not placed and will be helpful later to those already placed. It is only human for students to want to know what will be expected of them. This period, during the first few days (or even weeks) of school, provides the coordinator with the opportunity to explain the grading system for both related instruction (directly and indirectly) in school and employer evaluation on the job. Lectures, films, discussions, and preparation of written materials are suggested techniques of instruction for use in providing information described above.

> Desirable work habits and attitudes create respect for and understanding of teacher-student relationships which may be enhanced and deepened daily, not only in the

Vocational classroom but in all other classes. Students should become aware of the fact that desirable habits and attitudes are basic to success and practice in such at school is good practice for what is required on the job. Suggested topics to be covered include personality development, personal qualities, mental, physical, and emotional habits. The coordinator may use many teaching procedures in developing this phase of training which is so vital to the total personal development of students.

Employer-employee relations include school-trainee relationships with his employer and should be developed to cover relations from the standpoint of a full-time worker also. It is suggested that the coordinator develop or have developed topics such as: "What the employer expects from the employee," "Desirable habits, and attitudes," "Loyalty," and "A day's work for a day's pay." Then reverse the situation to cover: "What the employee has a right to expect from the employer," "Promotions," "Retirement," "Appropriate working conditions," and "Job security." Employers may be used as guest speakers to develop some of these topics. Panel discussion in which employers and students participate is another interesting technique which might be used here.

Legal information should help clarify and give the student an understanding of why the coordinator must be careful to abide by any federal and state laws pertaining to businesses involved in interstate commerce as well as placing students in hazardous occupations. Child labor laws, wage and hour regulations, student-learner certificates, and workmen's compensation (a Mississippi law) should be explained and understood by each student. An explanation and discussion of the purpose and operation of organized labor should be presented. Another legal aspect that is a "must" is withholding taxes--income taxes and social security. The coordinator should explain the filing of income tax returns for a calendar year on total earnings and exemptions. Information on these subjects may be secured from the State U. S. Department of Labor Office, Social Security Administration, and Director of Internal Revenue. (In some instances it is good public relations to ask representatives of these agencies to meet with the students and explain their programs.)

Health and hygiene should be stressed from the standpoint of diet, rest, posture, and recreation. Personal grooming and personal hygiene for both business and pleasure should be included. (Some excellent films on these subjects are available from the film library of the Miss. State Board of Health.)(Here, too, it is good public relations to invite guest speakers who represent clothing stores, beauty parlors, medical profession, etc.)

Club activities present students enrolled in the Part-time Cooperative Program a medium through which they may participate in professional, social and recreational functions missed during the regular school program because of their part-time job training. All programs should provide this opportunity for students by organizing local Trade and Industrial Education Clubs. Unless one already exists, a club constitution should be developed and adopted. In addition to providing social and recreational activities, the club offers an excellent laboratory for the practice of parliamentary procedure and helps the student recognize the value of organized activities so he will be informed about and interested in activities of civic clubs which he may some day be invited to join. It offers an avenue for developing good public relations through various club programs and projects. An annual employer-employee banquet is often the only public relations banquet in the entire school.

Parliamentary procedure is learned primarily as students participate in club activities, but a special unit may be provided as needed. There are several references available for use in teaching fundamental principles of parliamentary procedure, steps in making a motion, types of motions, making nominations, voting, etc. Prentice-Hall Book Company publishes an excellent book on parliamentary law adopted from Roberts Rules of Order.

Occupational information is important even though students have selected and entered training for an occupation. Emphasis should be placed on occupations in the community served, possible effects of automation, occupational trends, possibilities for promotion, desirability of continued education (including part-time and evening classes), expansion of business and industry in the local area, etc. Representatives of Miss. Employment Service Commission can be most helpful in meeting with the students.

Safety is defined as freedom from hurt, danger, injury or risk. Time may be well spent on this subject covering safety in the school, in the home, and on the job. Some firms have safety engineers who will welcome the opportunity to meet with the students and discuss their programs.

Vocabulary improvement may combine three areas that are recommended as a continuous teaching process to be used in both directly related instruction and all subjects covered in indirectly related instruction. Spelling, word meaning and usage should be stressed in all phases of related instruction. Speech training which may be practiced by giving oral reports. Considerable emphasis should be placed on the "art of listening" since most employers give oral instructions and students need to increase their ability to listen to, understand and follow directions.

Business and social etiquette is a subject on which time may be well spent during the indirectly related instruction period. There are many new books in this general area. Role playing is a good technique to use in this unit.

3

Business and social relations and an explanation of the differences might prove valuable to the young neophytes of the business world.

Additional subjects a coordinator may desire to cover during the indirectly related periods of instruction are: General Business Training, Business Law, Business Arithmetic, Business English, and Telephone Techniques. A coordinator should study his local situation and local curriculum before attempting to dwell on any of these subjects, except, perhaps, telephone technique. Some schools offer one or two semester courses in which these areas are either covered in part or quite adequately. Coordinators should study carefully the personal data sheets of students to determine the extent to which some of these subjects are being or have been studied by a majority of the students. When duplication is noted, it is recommended that the coordinator alter the program of topics to meet individual needs. There follow brief descriptions of the above mentioned units of instruction.

General business training could include information on the free enterprise system, record keeping, filing, economics, government, etc. This information would certainly increase the student's knowlege of the business world and help him progress toward becoming a well-rounded citizen.

Business arithmetic or practical mathematics is sometimes essential in the training of Trade and Industrial trainees. If possible, instruction in this field should be provided to meet needs as determined by a study of the results of administering a standardized test in this area.

Business English has become an elective English for seniors in some high schools which offer the Part-time Cooperative Training Program. Most part-time cooperative students enroll in this course since it seems to meet their needs best. If the course is not offered in the regular curriculum, a coordinator should certainly spend the time required to review fundamentals of English grammar and business letter writing.

Telephone technique may be termed quite desirable in training for some occupations. Some time might be spent in teaching how to receive and place local and long distance calls, facts about toll charges, etc. Proper telephone habits and manners and the use of the telephone directory will be helpful to all students

Indirectly related material should be organized in such a manner as to correlate best with the needs of the majority of student-learners. One important unit of indirectly related instruction not mentioned in the subjects suggested above is that concerned with the proper use of library and reference materials. Such information is essential to the student-learner if he is to use study guides effectively during the directly related study period. This can best be offered early in the school term and can be presented rather effectively through film strips based on the Dewey Decimilar Classification System. Most school and/or public librarians welcome an opportunity to conduct short courses in the use of library materials.

Questions and Answers: A Brief Summary

Q. What is indirectly related material?

A. This area includes the technical auxiliary and non-technical information which may not be necessary to enable an individual to perform the job skills of the trade but the possession of which creates job pride and confidence. Included are units such as: applied mathematics, related drawing, sketching, business English, elementary bookkeeping, and the like.

Q. Is indirectly related instruction necessary?

A. Yes, because it helps to create confidence and professional attitudes and makes for professional, social, and civic satisfaction.

Q. Who determines which material is classified as directly or indirectly related?

A. This is the function of the coordinator. He determines the organization, prepares the outlines, and provides for the proper correlation.

Q. It seems that many students do not know how to study. What can be done about this?

A. All students need to be taught how to study. Here is an excellent opportunity to do a fuctional job. Not only must the student be taught how to study, he must also be taught how to use the library, reference materials and technical materials, and how to write a paper summarizing what he has found.

In addition to, and as an expansion of the above material, one recent revision offers a coordinator and students even more resource material with which to work. Listed below are twelve units with individual topics included in each. Helpful materials may be requested from the Department of Industrial Education, Curriculum Materials Laboratory, Mississippi State University, State College, Mississippi.

LIST OF UNITS AND LESSONS FOR INDIRECTLY RELATED INSTRUCTION

I. Employer-Employee Relations

Lessons #1 & #2 - What the Employer Expects From the Employee
Lessons #3 & #4 - What the Employee Has A Right to Expect From the Employer
Lesson #5 - Typical Employee-Employer Problems
Lesson #6 - Code of Good Labor Practices
Lessons #7 & #8 - Organized Labor

II. Personality Development

Lesson #1 - Exploration of Personality
Lesson #2 - Understanding Your Personality
Lesson #3 - Putting Personality Into Your Work
Lesson #4 - Improving Your Appearance to Improve Your Personality
Lesson #5 - Good Grooming and Dress
Lesson #6 - Character Development
Lesson #7 - Negative Traits of Personality and Character
Lesson #8 - Rating Scale of All Units Covered

III. Human Relations

Lesson #1 - Introduction
Lessons #2 - #6 - Techniques of Getting Along with People
Lessons #7 & #8 - Remembering or Memory
Lesson #9 - Firm Human Relations

IV. Psychology

Lesson #1 - Introduction
Lesson #2 - Heredity Point of View
Lesson #3 - Habits
Lessons #4 & #5 - Personal Adjustments
Lessons #6 & #7 - Learning Process

V. Parliamentary Procedure

Lesson #1 - Reasons for Studying Parliamentary Procedure
Lesson #2 - Order of Business
Lesson #3 - Qualifications of Presiding Officer and Duties of Officers
Lesson #4 - Eight Steps for Making Motions
Lesson #5 - Organizing Clubs or Societies (Meetings)

VI. State and Federal Laws

Lesson #1 - General Insurance Contributions Act, Federal Income Tax
Lesson #2 - Review of Lesson #1, FICA and Income Tax
Lesson #3 - State Sales Tax, Excise Tax, and State Income Tax
Lesson #4 - Child Labor Law and Wage and Hour Law
Lesson #5 - Workmen's Compensation Law

VII. Money Management

Lesson #1 - Your Money and You
Lessons #2 & #3 - Personal Budgeting
Lesson #4 - This Business of Savings
Lesson #5 - Investing Money
Lessons #6 & #7 - Credit and Credit Instruments
Lessons #8 - #14 - Insurance

VIII. Job Application and Interview

Lesson #1 - How to obtain an Interview
Lessons #2 & #3 - Your Part in the Interview
Lesson #4 - Does Your Appearance Rate A Job?
Lesson #5 - The Interview
Lesson #6 - Writing Letters of Application

IX. Business Law

Lesson #1 - Property
Lesson #2 - Real Property
Lesson #3 - Personal Property
Lesson #4 - Contracts
Lesson #5 - The Agreement
Lesson #6 - Grievances of Assent
Lesson #7 - Legality of Object
Lesson #8 - Competent Parties
Lesson #9 - Forms of Agreement and Discharge of Obligations
Lesson #10 - Negotiable Instruments
Lesson #11 - Forms and Contents of Negotiable Instruments and Liabilities of the Parties
Lesson #12 - Negotiable Instruments - Transfer
Lesson #13 - Negotiable Instruments
Lesson #14 - Negotiable Instruments - Presentment - Notice of Dishonesty

X. Business Ethics

Lesson #1 - Customer Relations
Lesson #2 - Relationships with Employers and Employees
Lesson #3 - Goodwill and Relationship with Competitors
Lesson #4 - Social Ethics--Representing Place of Employment

XI. Citizenship

Lesson #1 - Democracy
Lesson #2 - Appreciative Understanding of our National Government
Lesson #3 - Appreciative Understanding of our State Government
Lesson #4 - Appreciative Understanding of our County Government
Lesson #5 - Appreciative Understanding of our Municipal Government
Lesson #6 - Appreciative Understanding of the Rest of the World
Lesson #7 - American Citizenship

XII. Health

Lesson #1 - Mental Hygiene
Lesson #2 - Diet
Lesson #3 - Proteins
Lesson #4 - Diet - Mineral and Water
Lesson #5 - Diet - Vitamins
Lesson #6 - Body Processes - Digestion
Lesson #7 - Diet - Metabolism and Ductless Glands
Lesson #8 - Body Processes - Excretion
Lesson #9 - Posture
Lesson #10 - Clothes and Budgeting Time

CHAPTER XXV

Desirable Student Conduct in the Classroom

The classroom is a laboratory in which students have an opportunity to develop and practice the kinds of attitudes, personality traits, behavioral patterns, reactions to rules and regulations, appropriate dress, general good grooming, acceptable speech, tone of voice, established routine procedures, and the like which are considered not only acceptable but desirable on the job. Consequently, the coordinator has the responsibility of creating and maintaining in the classroom, a business-like atmosphere which closely resembles that found in a well-organized office, for example.

This goal can be achieved best if, as part of the orientation program the first few weeks of school, the coordinator (perhaps with the aid of a student-planning committee) sets "limits" within which all students may operate and establishes a well-organized time schedule and class routine.

It is particularly important that sufficient worthwhile activities be planned to utilize full class periods during the first few weeks. Insofar as is possible all materials, including study guides, should be on hand for the first class session. If this is not possible, then the time may well be spent in orientation and other indirectly related group activities which will occupy the full time of each trainee. It is during these first few weeks that some patterns of behavior are set which are most difficult to change later—for example, the idea that the related instruction period may be used to study other school subjects, run errands, make up work for other classes, etc.

Period Devoted to Directly Related Instruction

When students enter the classroom, they should proceed to the cabinet and bookshelves to secure notebooks, study guides and any reference materials needed for completing the job assignment on which they are working. This should be done in a quiet and orderly manner.

Usually students may begin work without delay or any specific instructions from the coordinator. Students in similar training situations may be permitted to study together as long as they don't disturb other members of the class and to the extent that they are working on same or related assignments. This sometimes necessitates close supervision on the part of the coordinator to see that all students are spending their time most profitably.

Less confusion results when the coordinator moves from one table to another to answer students' questions than when students go to the coordinator's desk. Students with questions or problems should raise their hands for assistance by the coordinator at their tables. Conferences with individual students on confidential matters should be held at the coordinator's desk or in his office. It is usually good practice to have several conferences of this nature with each student during the school session.

Emphasis should be placed on the importance of following instructions carefully and students should be encouraged to seek the coordinator's assistance when problems arise which are beyond the student's comprehension or understanding. Students should be encouraged to follow this same procedure on the job. Some students will need assistance in determining which assignment to do next, selecting proper references, etc. before starting their work. After all students are seated at tables with notebooks, study guides, and reference materials, each should first fill in his work experience report for the previous day's work. In the instance of Monday, the information regarding work experience will include that for both Friday and Saturday in many instances.

The coordinator may use this time to check the class roll.

It is a good idea for the coordinator to circulate among the students assisting than in any possible way--checking work experiences and correlating study guide or other study material with actual work experiences. If any student desires an individual conference with the coordinator, this time should be given him at the coordinator's desk or office.

Students should work until a short time before the bell rings at the end of the period. At the designated time students should return books and other materials to their proper places in cabinets and reference shelves. On a designated day of the week students may hand in notebooks and study guides for grading.

The attitude of the student will largely determine the value he will receive from a study of directly related material. Attitude will also tend to regulate his conduct. It is obvious, therefore, that the coordinator should concern himself with the cultivation of proper student attitudes. The following suggestions may be helpful.

A. "Sell" the idea that related information is important to students on the job.

B. Be sure that every student knows what is expected of him.

C. Have a clearly defined and well organized plan of procedure.

D. Have a plan for the student to follow in the solution of problems relative to related instruction, and be sure he understands its value and knows how to use it.

E. Be enthusiastic and sincere about what you are doing.

F. Be fair, firm, and friendly with students at all times.

G. Decide what you want done and firmly require that it be done.

H. Be sure that you have a personal interest in each student; he will know without being told.

I. Work hard to accomplish your objectives.

Period Devoted to Indirectly Related Instruction

A most important phase of the indirectly related period is the organization of material to be covered during a given time. The coordinator must have his lectures and/or other activities for the day well organized and set up in a manner that will be interesting and worthwhile to the class as a whole.

After the coordinator has his material organized, he must then let the student know just what type of participation is required. The main thing is to be certain that all students know just what is required and expected of them.

Student-coordinator planning can be used effectively in determining which indirectly related subjects should be studied and in what order. They can be taught to identify their own needs and the units on which they think they should concentrate.

There are many techniques of instruction which may be used this period for the entire group. The important thing is that there be a method, and that the conduct of the class not be permitted to proceed in a haphazard manner. The following methods or procedures may be helpful to provide variety.

A. Lecture and discussion on topics of interest to all students regardless of occupational interest.

B. Role playing and other kinds of demonstrations.

C. Directed study method similar to the procedure used in the directly related class.

D. Opportunity to use creative abilities.

E. Project method—individual projects assigned to individual students or to groups.

F. Use of visual aids.

The resourceful coordinator will be able to devise many ways to carry on indirectly related instruction. A combination of the above suggested methods might be desirable in some cases while in others one method alone might be more desirable for any given unit of study.

CHAPTER XXVI

Written Work--Final Form

It is here that the real ability of the coordinator is tested. Students tend to search for direct answers to questions rather than to read subject matter with the objective of acquiring knowledge which will be useful to them. The coordinator must constantly encourage students to do their reading with the latter purpose in mind. It is necessary to develop techniques and devices which cause students to attack their assignments realistically rather than for the purpose of meeting requirements. The student must understand that here, probably for the first time, he is afforded the opportunity to use his own initiative and ability in acquiring knowledge which will be of direct value to him. He must also understand that the part-time cooperative class represents a departure from the conventional classroom procedure to which he has been accustomed. The new freedom which he finds available to him is a challenge which he must accept as being an opportunity for self development in achieving maturity. It is suggested that the strength of the part-time cooperative program can be measured by the degree to which the above is accomplished.

In order that the related instruction period may function properly a certain amount of written work must be done by each student. Special emphasis should be placed on this phase of the student's study because it will constitute a record of the progress he is making in mastering the technical and the non-technical information related to his occupation. If quality is to be stressed and the student is to obtain the most from his study, then some procedure must be established by the coordinator and students whereby this may be accomplished. The detailed procedures that may be followed in each part-time cooperative class in accomplishing this objective will vary somewhat; but the same general purpose, or objective, should be kept in mind by all.

No attempt is made to suggest that there is only one way in which a student should record the answers to the questions found in the study guide as well as the other material written by him. In the following discussion suggested procedures are given in a general way and with the hope that with such information a coordinator will be better able to establish a definite procedure for his students to follow from the beginning.

In familiarizing himself with a study guide the student will see that each job is a separate unit of work. After a job assignment is selected, the student will study all available references listed, as well as any supplemental references, prior to working the problems and answering the questions. Some coordinators prefer to have students furnish the necessary paper while others may provide it. A heading is necessary to properly identify the work with the writer and the job. Following is a suggested heading:

NAME ______________________________ JOB NO. ____________

OCCUPATION ________________________ SUBJECT ____________

DATE BEGUN ________________________ DATE COMPLETED ________

REFERENCES READ:

BODY OF REPORT AND ANSWERS TO QUESTIONS TO FOLLOW:

If paper is furnished by the school, some coordinators prefer to duplicate or print such a heading on the paper before distributing it. If the paper is furnished by the student, then all students should use the same type and size of paper and binder.

After the student has completed a job assignment in the study guide, it should be turned in to the coordinator for checking. This procedure will vary. Some coordinators may require that work be turned in after the completion of each job. Others may have designated intervals for students to hand in such work. After the coordinator has checked the work and satisfied himself with the student's accomplishment, the work should then be returned to the student and filed in his notebook for future reference.

An individual file should be set up for each student in the course and all pertinent information and data pertaining to the student and his work should be kept in it. A heavy manilla folder may be used; but the expanding envelope type is more satisfactory for this purpose. This will be an accumulative record of the student and may be used in various ways.

Other types of written work, such as research papers, themes, reports, etc., will be handed in by the student. After this work has been checked by the coordinator, it may be returned to the student to be filed with the rest of his written work. Most of this written work accomplished by the student should be preserved, at least until after he has left school.

Some coordinators have found it practical, especially as a means of review near the end of the school session, to have all the students training for a particular vocation group themselves together and in the light of their individual answers to the questions in their study guide and an increased amount of on-the-job experience formulate the most logical answers to each of the questions previously answered. The answers developed by each group may be typed, bound, and used by the coordinator as a key for the different study guides.

In the student's file there should also be kept certain other records and information concerning the student. Some of these will be his employer's report card, application, personal data sheet, academic record, etc. All this information, along with this written work, should be retained as long as the student is enrolled in the part-time cooperative training program. Questions will arise, with some, as to what should be done with this after the student has left the program or school. As a part of the coordinator's over-all program a follow-up service should be included. A good follow-up program should extend at least five years beyond the time the student leaves school. If the follow-up program is to to be carried out, the individual file the student should be maintained during this period. Because of space it may not be possible to retain, in the file, all the various items mentioned above. The coordinator may, at certain intervals, go through the students' files and discard any material that may not be of value. What should be retained is left to the discretion of the coordinator. Care should be exercised not to destroy anything that may be of value for future reference including job references.

CHAPTER XXVII

Methods of Checking Notebooks and Other Written Work

The success of a Part-Time Cooperative Trade and Industrial Education Program depends to a great extent on the related instruction offered in the classroom. Work turned in by the students should always be carefully checked by the coordinator. Usually work done by the students is of better quality and greater interest is shown when they are aware that each assignment will be checked thoroughly, a grade given for all work done, and constructive criticisms made.

It is not the purpose of this chapter to recommend any set procedure for every coordinator to follow in checking notebooks and other written material. Adaptation will have to be made to meet individual differences in students. All work, let it be repeated, should be checked closely.

The Chief Objective of Checking

Notebooks are checked primarily to determine progress of students in compution of assignments or budgets of work given them. This check, along with grades given in other assigned work, helps the coordinator to determine the final grade to be given the student since that grade should represent the caliber of work done both on the job and in the school situation.

When Should Written Work Be Checked?

This will depend, to an extent, on the schedule set up by the individual coordinator. However, it is well to do at least some "spot checking" on assignments each day in order to see that each student is proceeding in a satisfactory manner, that he fully understands what he is trying to do, and that he is not falling behind in his assignments. If he does not seem to be making satisfactory progress, the coordinator may help him discover his difficulties. He may, for example, need some individual help in improving his study habits and skills. Final checking and grading of assignments may be done on dates scheduled by the coordinator. Most coordinators work on weekly budgets or quotas of assignments with work completed during the week and handed in either Friday or during class period on the following Monday.

Suggested Methods for Checking Assignments

There are several methods of checking notebooks and written work recommended for use by the coordinator. Each may, of course, adapt or use those best suited to his program. The following techniques are offered as examples of methods that have been used successfully:

A. All assignments completed during a grading period might be read and a grade given on the basis of the quality of work, apparent amount of research, and neatness of work handed in when due. As suggested above, this may be done at the end of a week, on Monday or any time that is most convenient for the coordinator. This method will assure the coordinator that students are actually doing the work and doing it correctly.

B. The coordinator, after having made assignments for written work might circulate around the tables to assist students in preparing their assignments. A close check should be made to see that instructions are being followed closely. Notebooks or other assigned work might be picked up and examined to see that correct references are being used, that questions are being answered properly and that good grammatical principles are being followed. A single check mark might be used by the coordinator to identify the fact that the work seems to be good. This will indicate that a spot check in grading will usually suffice. If the work seems unsatisfactory, two check marks might serve to indicate that it needs to be checked very carefully when handed in. After written assignments are completed, they may be turned in to the coordinator for immediate checking or kept in a notebook until the date set for turning in the notebooks for grading. When the final grade is to be determined, the check marks will serve to indicate to the coordinator which assignments should be checked in their entirety and those for which a casual checking will suffice.

C. The coordinator might well use all of the above second method, but when in doubt as to the reliability of information being written by students, might ask assistance from employers in checking the work. This is particularly recommended in dealing with occupations with which the coordinator is not too familiar.

D. The amount of work to be required from each student frequently constitutes one of the most difficult problems with which the coordinator has to deal. Students tend to expect specified and unified assignments, which is a reflection of their experiences in conventional high school courses. In combating this situation the coordinator must develop an assignment system which will:

1. Not require that a specified number of assignments be completed in a given time.

2. Cause each student to treat each assignment on its own merit with reference to the amount of time and research necessary to fully satisfy his needs.

3. Otherwise compensate for individual differences in ability.

4. Include a method of scoring which will tend to evaluate the amount and quality of work done rather than the number of assignments completed or the time involved. It is suggested that a point system might be developed which would assign number values to each assignment in accordance with the amount of research necessary to satisfy the given assignment.

5. Include other provisions which may be conceived by the coordinator which will cause each student to proceed at his own best speed with emphasis upon the personal value of each assignment rather than upon meeting specified requirements.

6. Always cause each assignment to be as closely correlated with work experience as possible.

7. Encourage the same type of individual initiative in this activity as is considered desirable on the job.

CHAPTER XXVIII

Testing Techniques

The coordinator is faced with the problem of testing students much the same as are other classroom teachers. However, it is a much more difficult and time-consuming problem because of the variety of interest and fields of work being studied by these students. The primary question is "How is it possible to test so many fields of work?" There can be only one answer--devise a separate test for each student. It is not always necessary to test the whole group at one time. It is not even possible to give the same test covering the same material to different students in one occupation because of the fact that different students in a given occupation usually study different sections of the study guide in order to correlate in-school with on-the-job activities.

In making a test the coordinator must remind himself of the essentials of a good test, whether oral or written:

"Will the scores and ratings indicate the student's ability?"

"Is the test valid, that is, does it measure what it is supposed to?"

"Is the test reliable, that is, does it give the same results if repeated?"

"Is the test easy to administer and score?"

"Are the test questions and scoring objective?"

The coordinator must adapt a testing program to meet local needs. The following are given as suggestions regarding tests on directly related study:

A. Oral Tests: Oral tests are an excellent method of creating a learning experience and at the same time determining marks. Marks should not be given to students unless an objective method of determinations is outlined prior to giving the test.

It is desirable to have conferences with students from time to time concerning completed work. The coordinator can often conduct these conferences in such a way that they take on the form of an oral test upon which a grade may be given. In order to make the test as objective as possible, the coordinator should base his grade upon an outline which has previously been explained to the student. A suggested outline follows. However, each coordinator must prepare one to meet his own needs:

1. Answers to questions--did the student come directly to the point, or were his statements too general in nature?
2. Did he cover the material thoroughly?
3. Did he copy the material verbatum from the reference?
4. Did he understand the information well enough to apply it in a work situation or was his concept of it too general for practical application?
5. In connection with the material, could he answer questions regarding application, such as:
    a. How?
    b. When?
    c. Why?
    d. Where?

The coordinator should capitalize on what he knows about an occupation when testing orally. His familiarity with many fields of work will be helpful to him as a basis for oral testing and the more frequently he uses his technique the more proficient he will become.

Another method of testing students orally is by permitting students to conduct discussions with members of the same occupational group on problems or sections of the study guide that have been completed. An outline similar to the one shown above may be used for grading purposes.

The checking of attitude can be done effectively during oral testing as well as through close observation during regular class sessions.

B. Written Tests: The best written test contains items of all types--true-false, completion, problems, matching, and essay questions. The coordinator should not wait until he is ready to give a test on directly related material to prepare the questions. Questions must be clearly stated. When answers are recorded as questions are written down it is much easier to prepare a key for scoring. Suggestions regarding types of questions which might be considered suitable for written test:

1. In practically all occupational groups, problems are often a part of the study. Some of these problems or similar ones may be given on a test.

2. As the coordinator helps a student with phases of his work, questions in relation to those parts with which help was given will come to mind and should be "jotted" down at that time and used later on a test.

3. When the students participate in discussions such as mentioned above, the alert coordinator will recognize good topics about which to raise questions on a written test.

4. Questions may be written down at the time the coordinator checks notebooks.

5. The on-the-job instructor may be consulted regarding test questions.

6. There are certain standardized and other tests which may be purchased for use in the classroom. (Select only tests that have simple directional instructions or are considered self-administering.) Certain publishing companies, such as South-Western, provide tests on material in their texts.

C. Tests on the Job? If the on-the-job instructor is interested in the progress of the student, he may be depended upon to test the student on the job. Usually, then he takes the results into consideration when grading the student on on-the-job performance.

D. Examination: The coordinator should keep copies of tests given students. From these records he may select the questions for a final examination if one is to be given. He may find some of the questions should be revised. The on-the-job instructor can usually be quite helpful in making suggestions regarding what might be or should be included in a final examination. It is altogether possible that for some students in some occupations a final examination might take some form other than a written test.

In most instances students study the same units of indirectly related information at the same time--as a class. Testing in this area, then, poses no particular problem. Techniques of testing and grading most commonly used in regular classroom situations may be used.

Questions and Answers: A Brief Summary

Q. Why give tests?

A. Coordinators, like other teachers, find it necessary to evaluate the accomplishments of students as well as their own instructional techniques. A good test is a learning experience for the student, and it gives the coordinator an opportunity to check himself to determine whether or not his teaching is successful. He might find an indication of need for changing his methods and techniques.

Q. What are the characteristics of a good test?

A. The score of a test should represent the student's achievement over a given period of time. The test must be valid and reliable, easy to administer, and the scores should be determined objectively.

Q. What type test should be given?

A. A good test (and one fairer to students of such varied abilities as are enrolled in the part-time cooperative program) is a combination of essay, objective, and problem solving types of questions. The coordinator should not depend solely upon one specific type of question at all times. For example, on one test he may have only essay type questions; but for the following test he should use objective type questions.

Q. What guide may be used in making questions?

A. The coordinator should be guided by the material over which he is testing and the purpose of the test. Some material lends itself to the essay type test while other types of material may be tested better by true-false, completion, matching, or problem solving types of questions.

Q. How may a coordinator save time and effort in making out so many different tests?

A. Questions may be made during conferences with the student, while students are participating in discussions with other students in groups, when talking with the trainer, while checking notebooks, and during the time that the coordinator is helping the student. In no instance should the coordinator wait until he is ready to give the test before attempting to make out so many different tests.

Q. How may students be checked on the job?

A. Students may be checked on the job by outlining to the trainer the material that has been covered in the classroom and presenting problems and section of work done by the student. The trainer may then check the student's ability to apply the information.

CHAPTER XXIX

Employer Relations With In-School Work

The relationship of the employer with the in-school work has a great deal to do with the success or failure of the part-time cooperative training program. If the employer is interested in the success of the program, he can give helpful information relative to what the student should be taught, particularly in the directly related period, and, to an extent, make suggestions as to weakness of students in general which might be incorporated into the indirectly related period. For him to be of the most assistance to the part-time cooperative training program, the employer must be kept informed at all times and questioned as to what might be done to strengthen the in-school class work.

It is well to decide in general what will be discussed when visits are made to employers. There is no point in a visitation just to "pass the time of day". In going into a prospective training station where the program is not known, a full explanation of the operation of the program from the employer's, school's, and student's standpoint, should be given. When a student is accepted, a Memorandum of Training should be worked out with the employer or someone designated by him. He should always be shown this form when it is filled in by someone else. It is well, when a study guide is used, to acquaint him with its purpose and operation, and, at the same time, explain what units of study are to be incorporated in the indirectly related class period.

It should be kept in mind that the first interview is only a starting point. During the school term subsequent interviews should follow often enough to ascertain that the student is progesssing satisfactorily on the job and that the related class instruction is meeting the vocational and civic needs of the trainee. If a sound relationship has been established, the employer will be interested in the student's work, both in his place of business and in the school.

It must be remembered that the head of any business or industrial establishment is an experienced and well qualified person and that if he can be persuaded to share his knowledge and experiences with the student, the student's training will be enriched to that extent. The employer can likewise suggest, and in some instances furnish, valuable related material that will be of assistance to the student's progress on the job. It will in all probability add to his interest in the over-all program if he feels that he is making any additional contributions toward the success of the student and the program. If he is enthusiastically interested, excellent relationships are bound to result.

When the need arises, an employer should be able to contact the coordinator personally. When personal contact is not possible the coordinator should be available by telephone. When making visitations, the coordinator should call the school occasionally to ascertain if any calls have been received for him during his absence.

The progress report is likewise an excellent device for keeping in contact with the employer. A careful explanation of this form and its use should be given to the employer whether he actually does the grading or not. It is suggested that for the first grade during the year the form should be taken to the employer and the grade be secured at that time if possible. A discussion with the employer of the student's progress on the job and suggestions for improving the in-class study would be in order at this time. A self-addressed envelope might be supplied the employer or grader at future grade periods for mailing to the coordinator where the progress report cannot be filled in at the time the coordinator presents it. A coordinator should never miss the opportunity for personal contacts, bearing in mind, however, that there should be some justification for the visit. The progress report used once each six-week period gives this justification.

Some employers make excellent talks and have information of interest to all students. Invitation to talk before classes or clubs is an excellent public relations gesture as well as an educational experience for the student.

On occasions the coordinator should take the student's study guide and notebook work with him on a visitation. This will not only give the employer a better insight into what the student is doing in school, but will also inspire the student to do better work.

CHAPTER XXX

Determining Grades Earned By Part-Time Cooperative Students

Some kind of grading system is inevitable in education. As long as schools exist teachers must give some account concerning the proficiency of their students. Parents demand this evaluation, prospective employers of graduates of schools request information concerning the records of their prospective employees, and colleges demand transcripts of grades and credits earned. Students like to know of their successes and their failures in school.

Coordinators, confronted with the necessity of judging the in-school and on-the-job progress of their students, probably have a more varied basis of grading than do any other teachers. Directly and indirectly related study, attitudes, achievement and job progress all may be incorporated into the grades given the students in the part-time cooperative training program. There are probably many conflicting ideas among coordinators as to the best system for grading part-time co-op students. It is well to remember that the local situation, including administrative policies and practices, should be taken into consideration as well as individual differences among students. Any system of grading that is adopted should be flexible enough to meet the requirements and needs of the particular local school as well as the individual student.

The following material and information is suggested as a basis for use in arriving at a term and final grade for the part-time cooperative student.

A. Term Grade--In most schools this is usually the grade earned for each six weeks' period. The grade should be determined as objectively as possible and in keeping with sound pedagogical principles.

There are five phases of training which may be considered in arriving at a grade for the part-time cooperative student:

1. On The Job Training--This may be the first phase of training to be taken into consideration. The employer should have the responsibility for determining this grade. The coordinator should explain most carefully to the employer the use of the grading form or forms--and this should be done early in the training period. Extreme care should be exercised in explaining the value and significance of the different letter designations to the individual who actually does the on-the-job grading.

a. The Progress Report, a sample of which follows, is recommended for use by employers in checking student-learners on development of job skills and personal traits as observed by the employer. The employer should be carefully oriented by the coordinator as to the mechanics and use of the Progress Report, with particular emphasis placed on the value of the report as a means of correcting student weaknesses. Likewise, the report may be used to motivate the student to improve even more his performances on the job.

The section of the report, "Skills on the Job", should be filled in by the employer on the coordinator's first visit to the establishment. Items placed in this section by the employer will be a reflection of his own ideas as to the important skills to be learned in his establishment. This progress report may or may not be regarded as confidential, depending upon local circumstances. It is suggested, however, that everyone concerned be fully aware of the nature of the document and that the coordinator administer it in full accord with his stated policy.

b. The coordinator has a certain amount of responsibility in grading the student-learner's training on the job. Through visitations to the place of employment and observation of the student's work, he, too, is aware of the student's progress on the job. Consequently, many employers prefer that the coordinator assist or cooperate in determining the student's grades.

SIGNATURE OF EMPLOYER

TERM	NAME OF FIRM	SIGNED BY	DATE
I			
II			
III			
IV			
V			
VI			

To the Employer:

Each normal individual possesses positive and negative qualities. The battle for supremacy is between these two forces. A man fails or succeeds in life as the positive or negative qualities predominate. You, as an employer, are in a position to help us in our attempt to point out to your trainee his negative qualities and to help him develop positive qualities. Please take advantage of this opportunity by carefully grading this card. This card will be in your hands once every six weeks of the school year.

PROGRESS REPORT
of

____
Trainee

COOPERATIVE PART-TIME TRAINING IN DIVERSIFIED OCCUPATIONS

SENIOR HIGH SCHOOL

____________________, Mississippi

____
TRAINING AGENCY

____
OCCUPATION

Please place a check under the column containing the letter grade which you believe that the trainee deserves.

Code: A—Outstanding B—Good C—Average D—Poor

	TERMS																							
	I				II				III				IV				V				VI			
PERSONALITY TRAITS	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1. PERSONAL APPEARANCE AND BEARING																								
2. COURTESY																								
3. WILLINGNESS																								
4. DISPOSITION																								
5. PHYSICAL VITALITY																								
6. COOPERATIVENESS																								
7. ABILITY TO TAKE CORRECTION																								
8. ABILITY TO FOLLOW INSTRUCTIONS																								
9. NEATNESS IN WORK																								
10. THOROUGHNESS																								
11. INITIATIVE																								
12. DEPENDABILITY																								
13. INDUSTRY AND EFFORT																								
14. ENTHUSIASM																								
15. JUDGMENT AND COMMON SENSE																								
16. SELF RELIANCE																								
17. ATTENDANCE																								
18. PUNCTUALITY																								
SKILLS ON THE JOB	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
AVERAGES																								

WEATHERALL - PRINTERS - TUPELO, MISS.

These forms may be obtained from WEATHERALL PRINTING CO., INC., P. O. Drawer 677, Tupelo, Mississippi, at $2.50 per hundred or $1.50 for 50 copies, postpaid.

2. Directly Related Class--This is the second phase of the program that must be evaluated in arriving at a term grade for the part-time student. There are several good sources of information available for checking work done by the student in this area of training.

a. Notebooks containing completed Study Guide assignments should be checked for correct arrangement of material, neatness, quality of work, amount completed, apparent research done in completing assignments, correlation of assignments with job experiences, and correct grammatical construction and spelling.

b. Oral and/or written reports and projects.

c. Research completed on problems relating to the student-learner's occupation shows the trainee's ability to use references and to seek information on his own initiative which will contribute to the solution of his problem.

d. Objective tests on work completed by the student-learner during his directly related class period.

A fairly accurate grade may be obtained for the student-learner's Directly Related Class if the above four sources of information are considered.

3. Indirectly Related Class--This may be listed as the third phase of training to be considered in determining a term grade for the student-learner. Since this area of instruction may cover a variety of information that is indirectly related to the job experience, it should be understood by the coordinator that there may be a number of factors to be considered in arriving at a particular grade. Some of these are listed as follows:

a. Projects afford a means not only of grading but of identifying student-learners' abilities in various areas.

b. Notes taken in class by student-learners during lectures given by the coordinator, other students and/or guest speakers may be graded. At the same time they may reveal need for individual instruction in note taking.

c. Oral recitations, including prepared and extemporaneous talks, may be graded. Likewise, they may indicate need for additional help in grammar, pronunciation, etc.

d. Term papers, scrapbooks and manuals may be graded with the coordinator's keeping in mind individual differences in abilities to do these types of things.

e. Objective tests based on materials studied in the various units.

The above is a suggested plan. Other factors and grading procedures may occur to the coordinator. The ones listed above have been tried and found to be effective by most coordinators.

4. Class Participation--This may be the fourth area of training to be considered in arriving at a term grade for the student-learner. It is through participation in class activities, during classes in both directly and indirectly related instruction, that the coordinator has the best opportunity for evaluating the student's attitude and personal development.

a. Check attitudes of student-learner toward school, part-time cooperative program, other students, teachers, employer, co-workers and work situation in general.

b. Check on the initiative student-learner manifests as expressed through participation in class and club activities and on the job.

c. Check attendance record of student-learner, both for attendance in classes and on the job; punctuality should also be considered.

d. Check the general conduct and behavior of the student-learner in classes and on the job.

The above listed areas are merely suggestive; there are others which the individual coordinator may want to add. Too much emphasis cannot be placed on the aspects of personal development and human relations in cooperative work programs. The difficulty in this area is that evaluation is largely subjective in nature. (Just one more example of why each coordinator must develop to the maximum his powers of observation.)

5. Other Activities--This fifth aspect of training may include general activities in which the student participates:

a. Since Club work is a co-curricular activity in which a student participates voluntarily and because he is interested, one would hardly want to hold the idea of a grade "over his head". However, the coordinator will note cooperative participation, committee work, attendance at social affairs, etc., and consider these when evaluating the student's personality traits.

b. Behavior during assembly programs may be considered in much the same way.

c. Particular attention should be paid to the student's conduct and participation in social functions for the same reasons (and to identify need for help in this area).

The above factors enter into grading a part-time cooperative student if consideration is to be given to all areas in which instruction should be offered. The five phases of training listed are not given equal weight in determining the student's term grade. Each coordinator has to work out his own criteria for evaluating the different areas. It is the general concensus of opinion that failure in either on-the-job training or classroom work, constitutes failure for the term. Whatever system of grading is used in arriving at a final term grade, it should be flexible enough to allow justice to be done to the student and others concerned. This certainly is one subject in which the "whole" person--his aims, objectives, cultural background, aptitudes, abilities, emotional problems, etc. must be taken into consideration.

B. Final Grade--The final grade is usually in terms of a semester or a school year. A semester ordinarily consists of three terms of six weeks each and a school session of two semesters or a total of thirty-six weeks. The final grade for a semester may be determined by averaging the three six-weeks' term grades and the grade on a final semester examination if one is given. The final grade at the end of a school year usually is an average of the grades earned each of the two semesters. Each school system has its own basis of arriving at a final grade; and this may vary from the suggested procedures given above. The coordinator should at all times conform to the requirements of the local school.

The beginning coordinator is cautioned to exercise care in his evaluation of the employers' grades. Many employers tend to grade student-learners too high; and beginning coordinators, particularly, are prone to allow the employer's grade to enter too heavily into the student-learner's total grade.

It is strongly urged that a definite grading plan be developed by the coordinator and that it be fully explained to all concerned.

CHAPTER XXXI

Reference Materials and Supplies

Other factors being equal, the quality of a cooperative part-time Trade and Industrial Education Program is determined largely by the effectiveness of the technical and related information available in the classroom. Too much emphasis cannot be placed on the value of a classroom library. In order to do justice to any program, a coordinator and students must have ample reference materials and supplies on hand at all times.

It is the duty of the coordinator to make every effort to see that essential and desirable classroom instructional materials and supplies are provided. Failure to have sufficient classroom instructional material available creates a real problem for the coordinator as well as the student. Therefore, it is essential that the coordinator annually make a careful study of the reference materials and supplies needed by the students for that year and calculate the costs involved.

Steps should be taken to secure reference materials and supplies just as soon as the coordinator has determined the occupations for which each student is to be trained and the training agency which will provide such training.

Study Guides

From the list of study guides available through the Curriculum Materials Laboratory at Mississippi State University, State College, Mississippi, order the study guides available for the occupations engaged in by part-time cooperative students.

Recommended References and Texts as Indicated by Study Guides

In the back of each study guide will be found a bibliography of all basic tests and references. There is also a list of additional supplementary texts and references which are recommended but are not absolutely necessary. From the bibliography in each guide coordinators may order from the publishing companies listed, the books and materials required for effective use in each occupation. Some of the listed texts are now out of print. However, these may be replaced by new editions and/or similar texts by other authors and publishing companies. It is recommended that students, under the direction of the coordinator, do the actual research necessary when a substitution of text is made.

In those occupations for which no study guides are available contact the following sources for materials, aids, and suggested lists of materials:

1. Other coordinators
2. State Teacher Trainer, Mississippi State University, State College, Mississippi
3. State Supervisors of Trade and Industrial Education, Box 771, Jackson, Mississippi
4. Local or public school librarians
5. Employers of students
6. Chambers of Commerce
7. U. S. Office of Education, Washington, D. C.
8. Publishing companies (which provide new text book announcements, free materials and pamphlets)
9. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.
10. Mississippi Employment Service Commission, Jackson, Mississippi
11. Guidance, Division of Instruction, State Department of Education, Box 771, Jackson, Mississippi
12. Occupational Outlook Service, U. S. Department of Labor, Washington, D. C.

Notepaper, notebook covers, pencils and pens should be furnished by each student. Notebooks should be of uniform size. Paste, gummed tape, and other supplies may be supplied by the school; if not, a small fee of 5 to 10 cents per student usually covers costs of such materials and supplies.

Questions and Answers: A Brief Summary

Q. What is the duty of the coordinator in regard to reference materials and supplies?

A. It is the duty of the coordinator to see that the department is supplied with all needed reference materials and supplies. Funds for this purpose should be set aside in the regular school budget each year so that the reference materials will be kept up-to-date and supplies adequate.

Q. What steps are to be taken in securing reference materials and supplies?

A. First determine the necessary references for each occupation in which students are engaged. Order these from list of texts in bibliography in back of each study guide. Contact sources listed above for references needed in occupations where no study guide is provided. Supplies should be purchased at the beginning of school and as often as needed during school term from funds set aside for this purpose.

Q. What should the coordinator do when the recommended text is out of print?

A. New editions of same text or similar books by other authors may be used. It may be necessary for the coordinator to aid the student in his research until the study guide is re-keyed to the new reference. Where new editions are not available, texts by other authors may be substituted.

Q. What does the coordinator do when no study guide has been provided for a given trade?

A. It is the coordinator's responsibility to make assignments from references, pamphlets, bulletins and other materials available. The coordinator may desire to develop a study guide with the aid of students--using references and texts on hand or those which can be purchased for occupations for which no study guide has been provided.

Q. What supplies are necessary?

A. Note paper, notebook covers, paste, gummed tape, pencils, ink, paper clips and staples, should be on hand at all times. Other supplies may be purchased as needed.

Q. What size and type of notebook should be used?

A. All notebooks should be uniform.

CHAPTER XXXII

Instructional Aids and Their Uses

Visual aids are essential to efficient instruction. Training films, film strips, blackboard illustrations, photographs, charts, models, and other devices enable an instructor to arouse and hold the attention of students in such a manner that learning is accomplished swiftly, efficiently, and thoroughly.

Visual devices are powerful tools in the hands of an efficient instructor. Words, both written and oral, are often inadequate to convey meanings, understandings, attitudes, and appreciations to the mind of the student. Pictorialization frequently succeeds when words fail. Since more people see alike than hear or read alike, the skillful use of training aids is essential to efficient educational processes.

Skill is required to use training aids efficiently and effectively. The coordinator must use the right kind of training aid for each unit, topic, or subject. The material used must be simple so that the trainee can retain his grasp of the main essentials. Up-to-date visual aids must be used at the right time and in the right way.

Visual aids combined with good textbooks and a competent instructor form an unbeatable combination. Various visual aids are explained as follows:

A. Motion Pictures. One of the most important visual aids is the motion picture projector and properly selected film. It is unfair to trainees to show a film merely to take up time. Each presentation should have a definite training objective, which usually is to explain and clarify a specific job problem. The instructor should check through his training plan and place the date and title of his film in a visual aid column. He should order the film well in advance to assure delivery on time (and return it promptly according to schedule).

In showing films the following steps should be kept in mind:

1. Preview the training film
2. Set up projector and screen (and have extra bulb available)
3. Check lighting
4. Prepare trainees for viewing of the film
5. Check seating
6. Present film and instruction
7. Follow up films with questions, discussions and interpretations

B. Slides. Another very effective visual aid is the slide. A few carefully selected slides or even one pertinent slide can:

1. Attract attention
2. Arouse interest
3. Assist job development

C. Opaque Projector. The opaque projector is the simplest and easiest to use of any type of projector.

An enormous amount of free and inexpensive material is available for use in this projector. Transparency is not necessary. Any picture, photograph, cartoon, drawing, magazine illustration, textbook page, fabric, or other small object may be used. The daily newspaper and popular magazine supply a wealth of materials.

D. Maps, Charts, Graphs, and Diagrams. Maps, charts, graphs, and diagrams have been named the "spark plugs" of visual training because they are easy to make and are effective devices for training purposes. Extensively used in every type of industrial organization, by business concerns, and in many fields of job training, these instructional aids make dry and often meaningless facts more understandable and interesting.

E. Posters and Manuals. Excellent projects may be developed by encouraging students to prepare posters on specific training problems in which they are interested. Allow sufficient time to collect the material, and then permit them to present and interpret their productions to the group.

Posters may show charts, graphs, diagrams, maps, cartoons--in short, anything that will help present the facts or emphasize the subject.

F. Pictures and Photographs

1. Uses

   a. Arouse interest
   b. Introduce new subjects
   c. Illustrate specific steps in the job
   d. Build good job attitudes
   e. Develop appreciation
   f. Test trainee's knowledge
   g. Review units of subject matter

2. Sources

The countless number of advertisements, leaflets, brochures and other booklets that you receive through the mail are all potential sources. The fashion magazines, such as VOGUE, HARPER'S BAZAAR, and MADEMOISELLE, provide excellent illustrations, not only for style and design, but for many other related fields. In addition there are magazines, for all special fields of manufacture, commerce, and the professions.

Permit students to create their own pictures or take their own photographs illustrating:

a. On-the-job activities
b. Classroom projects
c. Store and plant projects and displays

G. The Blackboard. The blackboard is probably the most universally used visual aid. Properly used it may be of tremendous value in all kinds of training.

Some uses are:

drawings
graphs
technical words
key words
reviews
assignments
rules and policies
testing
sketches
diagrams
definitions
outlines
problems
announcements
directions
training records

H. The Bulletin Board. A good bulletin board is a visual tool when used to arouse the trainee's interest, develop efficiency, and to follow up blackboard work and use of other training aids. Again, permit students to use their own creativity by having them be responsible for attractive bulletin board arrangements.

Some uses of the bulletin board are:

personal news
booklets and brochures
cartoons
diagrams
newspaper clippings
graphs
pictures
pamphlets
notices
models and specimens
progress records
announcements
bulletins
posters
drawings
subject outlines

Suggestions for system in use of bulletin board:

1. Collect suitable illustrations for instructional projects or problems.

2. Classify and file material for use at the right time.

3. Select illustrations pertaining to the specific subject or area under consideration.

4. Arrange illustrations on bulletin board in an interesting manner.

5. Prepare a title and brief description.

6. Use color harmony and balance.

7. Exhibit or refer to bulletin board pictures during instruction time.

8. Encourage trainees to observe and contribute to the bulletin board.

Bulletin boards may be made of cork, soft wood, burlap cloth, monk's cloth, heavy brown wrapping paper, masonite board, celotex, or numerous other fiber boards. Cork is preferable, but the others are also suitable. Add color by occasionally painting the board in pastel colors with waterpaint.

The size of the bulletin board will depend upon the size of the room. It should be placed at least three feet above the floor in an area that is well lighted at all times. The bulletin board may be attached to the wall by means of a small frame, hook-and-eyes, or wire, or may replace slate space in the blackboard. Some departments have created interest on the part of the entire student body by maintaining attractive bulletin board displays on a bulletin board in the hall--just outside the classroom door.

I. Objects, Specimens, and Models. These training aids are interesting devices which possess the capacity of bringing into play all five senses--touch, sight, hearing, smell, and taste. An instructor who capitalizes on as many of these senses as possible increases the efficiency of his training proportionately.

Sources of Objects, Specimens, and Models

First utilize the sources in your own organization or community. Local merchants, manufacturers, and processors usually extend their full cooperation in an effort of this type. After exhausting the possibilities in the local training area, contact outside concerns that use, collect, manufacture, process, or sell the material required for a specific training job.

Each branch office of the National Cash Register Company is equipped with a complete set of store models, which are used chiefly to assist merchants in store layout but which also may be used advantageously in other phases of training.

J. Field Trips. Not only does a trip make possible close observation of a multitude of natural and man-made things, but it also offers an opportunity for planned inspection of administration, organization, and procedures in many fields. A trip provides trainees with first-hand information and real experience in a real life situation. It definitely contributes to an appreciation of the dignity of work and the contributions made by each worker to the welfare of all.

When considering the use of visual aids, one should be aware of the many available sources. Visual aids are distributed by manufacturers, producers, processors, distributors, service groups, local schools, colleges, and universities, federal government departments and agencies, state government departments and agencies, libraries, churches, museums, associations, and commercial dealers throughout the country.

These aids may be purchases, rented, or borrowed. In many cases, they are made available free of charge except that the user pays the cost of transportation. In some cases, distribution is limited to local or state areas. However, the majority of these aids are available on a national basis.

Below are the names of some sources of visual aids:

State Department of Education, Jackson, Mississippi
Association Films (Y.M.C.A.), Dallas, Texas
Mississippi State Board of Health, Jackson, Mississippi
Douglas D. Rotnacker, 729 Seventh Avenue, New York 19, N. Y.
Jasper-Ewing Company, Jackson, Mississippi
Coronet Films, Coronet Building, Chicago, Illinois
Herschel Smith Company, Jackson, Mississippi
Modern Talking Picture Service, Inc., 9 Rockefeller Plaza, New York 20, N. Y.
The Dartnell Corporation, 4760 Ravenswood Avenue, Chicago 40, Illinois
University of Mississippi, University, Mississippi
Mississippi State University, State College, Mississippi (Att.: Ag. Ed. Dept.)
University of Alabama, University, Alabama
Mississippi Southern University, Hattiesburg, Mississippi
National Cash Register, Merchants Service Division, Dayton, Ohio
Level Brothers Co., 50 Memorial Drive, Cambridge 39, Mass.
Local office of Miss. Employment Service Commission ("When I'm Old Enough--Goodbye!")
Encyclopedia Britannica Films, 20 North Wacker Drive, Chicago, Illinois
Eberhard Faber Pencil Co., 37 Greenpoint Avenue, Brooklyn, New York
General Motors Corp., Broadway at 57th Street, New York, New York
United States Office of Education, Washington, D. C.
Jam Handy Corporation, Detroit, Michigan
Talon, Inc., 350 Fifth Avenue, New York, New York
National Retail Dry Goods Association, Personnel Group, 101 West 31st Street, New York, New York
Carnation Milk Co., 700 Milwaukee Gas-Light Building, Milwaukee, Wisconsin
The Balance Sheet, South-Western Publishing Co., Cincinnati, Ohio
The Business Education World, Racine, Wisconsin
Westinghouse ElectricCorp., 306 Fourth Avenue, Pittsburg 30, Pennsylvania
General Electric Company, Schenectady 5, New York
The Local Southern Bell Telephone and Telegraph Co. Office
Educators Guide to Film Strips, Educators Progress Service, Randolph, Wisconsin
Guidance Associates, Pleasantville, New York
U. S. Government Films For Public Educational Use, U. S. Dept. of Health, Education and Welfare, Washington, D. C.
Educational Films, Michigan State University, Audio-Visual Center, A-3 South Campus, East Lansing, Michigan

Questions and Answers: A Brief Summary

Q. When should a coordinator plan or schedule the use of films and slides for his classes?

A. If possible, he should plan his units of instruction before school starts in the fall and order the slides and films that he plans to use so they will be available when needed. (Many of the above require that bookings be made one to three months in advance.)

Q. What are the two most widely used forms of visual aids?

A. Bulletin Boards and blackboards.

Q. How may the coordinator secure a list of visual aids?

A. By writing to libraries, publishers, and other sources for catalogs.

Q. Where may the coordinator or students secure information and material for the bulletin board?

A. This information may be obtained from daily newspapers, magazines, publishers, books, and/or produced by the students themselves.

Q. Might posters and other display materials be made by students for use in class?

A. Yes. Each student should be encouraged to prepare some type of exhibit material related to his training.

Q. Where should the bulletin board be placed?

A. In the classroom it should be in a convenient and well lighted place--near the door if possible. If school policy permits doing so, one should also be placed in the hall.

Q. Who should be responsible for the selection and arrangement of material for the bulletin board?

A. The students should be responsible under the guidance of the coordinator.

Q. Are objects, specimens, and models difficult to obtain?

A. No. Most manufacturers and dealers are glad to cooperate with the school in furnishing materials.

CHAPTER XXXIII

Physical Facilities, Layout, and Location of Related Subjects Classroom

The classroom should be located in the high school building if possible. If the classroom is located in a separate building, it tends to set the Trade and Industrial Education students apart from the regular school. From the personal standpoint of the coordinator, it might appear advantageous to hold classes in a separate building or to be in one with other vocational teachers. However, it could prove to be most detrimental to the cooperative program. After all, part-time cooperative students are regularly enrolled high school students and should be treated as such in all respects.

Size of Classroom

There are normally from 20 to 35 students enrolled in the part-time cooperative classes depending on the size of the town or city. The "academic classroom" is required to have a minimum of 16 square feet of floor space per student. Due to the fact that in Part-Time Cooperative T. & I. related subjects should be taught on both an individual and group basis, more square feet of working space is desirable and necessary than is required for instruction in conventional subjects. Floor space of 25 to 35 square feet per student is needed in order to permit adequate instruction, systematic arrangement and storage of instructional materials.

Classroom Facilities

The size of the related subjects classroom will largely determine the facilities and equipment which may be used effectively. Every related subjects classroom should have sufficient light and adequate window space. It is recommended that flourescent lights are most desirable. The window space should be sufficient for both lighting and ventilation. If the school or department has a movie projector or other visual aid equipment, the windows should be equipped to permit darkening of the room. It is recommended that dark curtains, venetian blinds, or black shades be used.

Equipment necessary in the classroom includes:

1. Work tables and chairs
2. Teacher's desk and chair
3. Typewriter with table and chair
4. One or two 4-drawer filing cabinets
5. Blackboard
6. Bulletin board
7. Cabinet facilities and book shelves for magazines and other instructional materials

Because of the nature of the work, especially the directed study period, tables and chairs are preferable to arm chairs or desks. The use of tables and chairs permit occupational group study. The tables should be 30" x 36" x 72". The chairs should be of a smooth finish and designed for comfort.

It is necessary that a typewriter be provided with table and chair. The coordinator has numerous reports and forms to prepare. If possible, the typewriter should have elite type with a 14" carriage.

Two 4-drawer filing cabinets are necessary in order to file reports, correspondence, permanent records, bulletins, and instructional materials. In a small program one such file cabinet might be sufficient. At least one cabinet should be the lock-type.

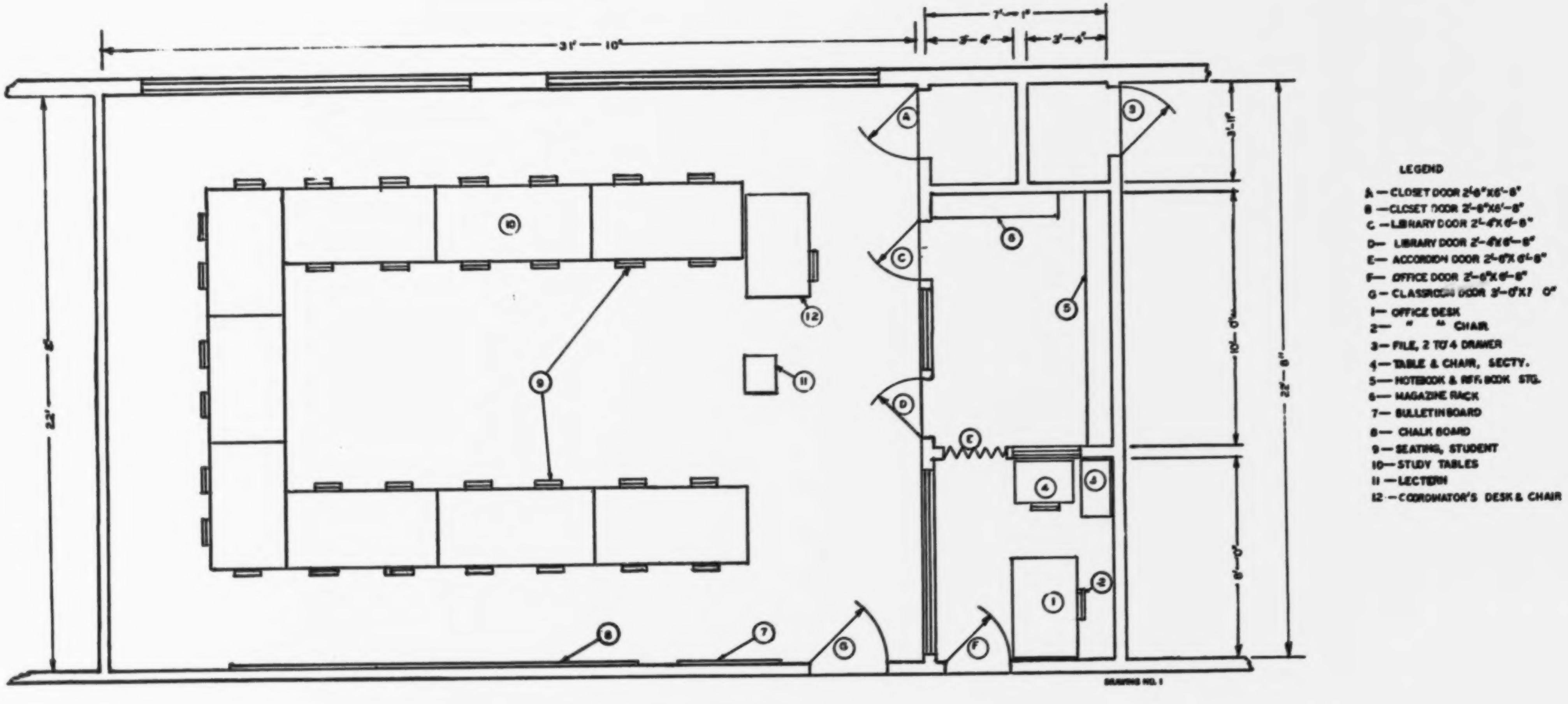
Sixty square feet of blackboard space is recommended as a minimum.

The bulletin board space should be much larger than is usually provided for an academic classroom. Preferably the room should be equipped with two bulletin boards--one for current and school activities; and the other for teaching aids. The former should be 30" x 36" and the latter 30" x 48".

Seating Arrangement

Drawing No. 1 is a suggested space layout for this type of program. The conference type table and seating arrangement is preferred to a standard classroom arrangement. Thus is provided opportunity for both individual work by students or between students and coordinator or a group meeting of students in the same or closely related occupations. The over-all effectiveness of this type training easily justifies such an arrangement.

Some accessories may be included which will make for greater convenience. If the coordinator has a private office, he can talk with a student in privacy as well as confer with parents, employers and other visitors in a business-like atmosphere. It is recommended that coat racks for the students be provided. A telephone should be installed if there is an office. A telephone in the classroom is questionable.


31'— 10"
7'— 1"
3'— 6"
3'— 4"
3'— 11"
10'— 0"
8'— 0"
22'— 8"
22'— 8"
A
B
C
D
E
F
G
1
2
3
4
5
6
7
8
9
10
11
12
DRAWING NO. 1
LEGEND
A — CLOSET DOOR 2'-6"X6'-8"
B — CLOSET DOOR 2'-6"X6'-8"
C — LIBRARY DOOR 2'-4"X6'-8"
D — LIBRARY DOOR 2'-4"X6'-8"
E — ACCORDION DOOR 2'-0"X6'-8"
F — OFFICE DOOR 2'-0"X6'-8"
G — CLASSROOM DOOR 3'-0"X7' 0"
1 — OFFICE DESK
2 — " " CHAIR
3 — FILE, 2 TO 4 DRAWER
4 — TABLE & CHAIR, SECTY.
5 — NOTEBOOK & REF. BOOK STG.
6 — MAGAZINE RACK
7 — BULLETIN BOARD
8 — CHALK BOARD
9 — SEATING, STUDENT
10 — STUDY TABLES
11 — LECTERN
12 — COORDINATOR'S DESK & CHAIR

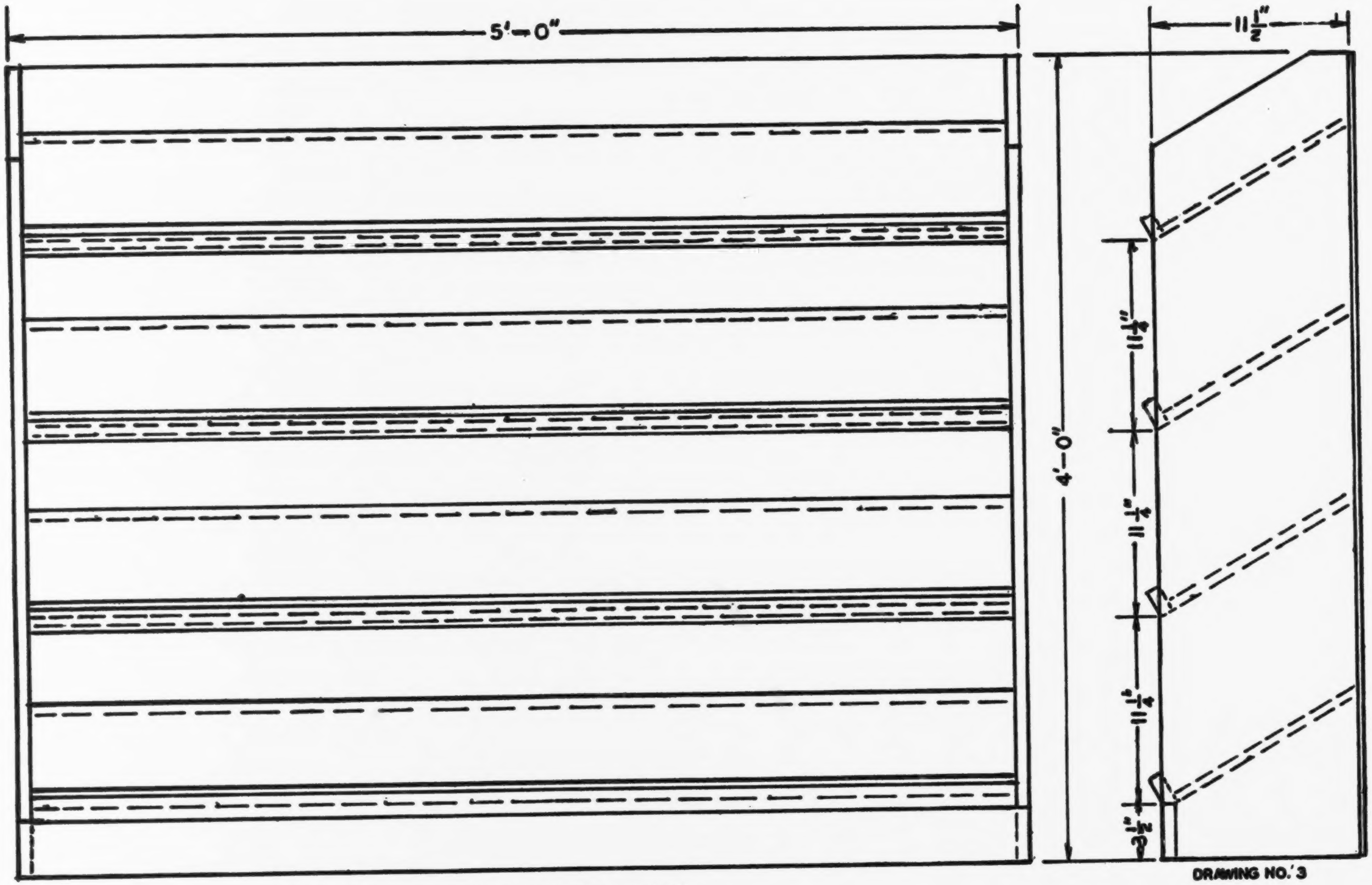
SUGGESTED CLASSROOM LAYOUT
FOR
PART-TIME COOPERATIVE INDUSTRIAL TRAINING
SCALE = $\frac{3}{8}$" = 1'— 0"

Other Cabinet Facilities

Drawing No. 2 is a suggested plan for the shelving of texts and reference books in related areas of the program. With a total of 36 compartments this cabinet lends itself to an organized arrangement of such material according to two or more divisions or classifications, as may be necessary.

As an integral part of this cabinet, shelving for storage of student notebooks, study guides and other such materials normally used in this department is arranged as an extension of the height of the cabinet. The shelving in this top section may be of 1/4" plywood allowing a lighter construction. Depending on wall space available the size or the number of compartments may be varied to some extent. In other words, an additional shelf may be added in either the book section or the notebook study guide section without extending the top shelf beyond the reach of the average student.

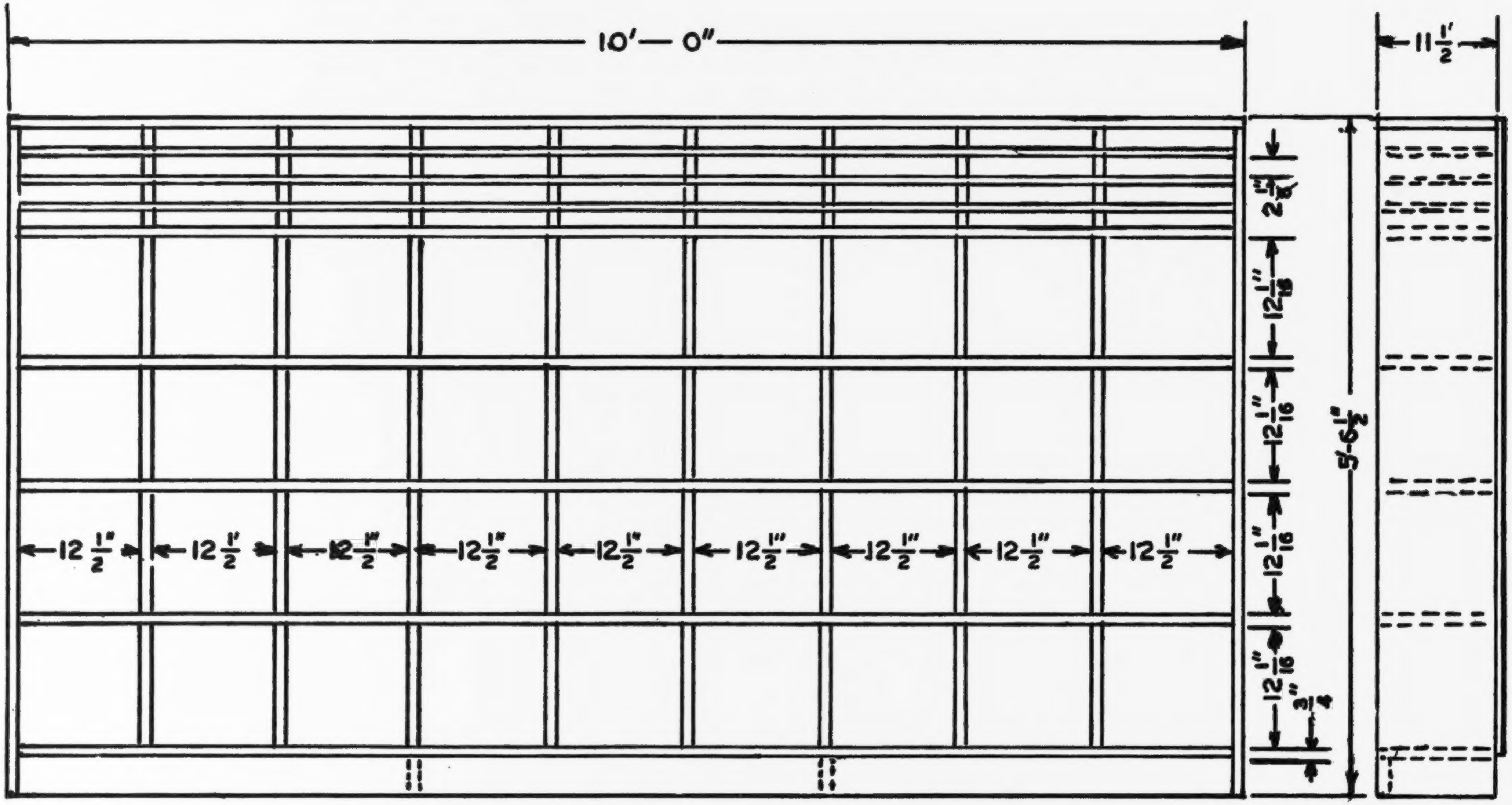
Drawing No. 3 is a suggested plan for display and shelving of trade journals and such magazines as the program may need. This cabinet may also be varied in either length or height depending on the wall space available. It will be noted in the floor layout plan that there is no cabinet shown between the two doors, entrance and exit, into and out of the library space. A second, either book shelf and notebook storage unit or additional shelving for trade journals and periodicals, might be constructed to occupy this space.


5'-0"
4'-0"
11 1/2"
11 1/4"
11 1/4"
11 1/4"
3 1/2"

DRAWING NO. 3

PERIODICAL & TRADE JOURNAL RACK

SCALE: $1\frac{1}{2}'' = 1'$-0"


10'— 0"
11 1/2'
2 1/8"
12 1/16"
12 1/16"
12 1/16"
12 1/16"
3/4"
5'-6 1/2"
12 1/2"
12 1/2'
12 1/2"
12 1/2"
12 1/2"
12 1/2"
12 1/2"
12 1/2"
12 1/2"

DRAWING NO.2

SUGGESTED NOTEBOOK-STUDY-GUIDE-REFERENCE STORAGE

PART—TIME COOPERATIVE INDUSTRIAL TRAINING

SCALE: 3/4" = 1'— 0"

Questions and Answers: A Brief Summary

Q. Where should the related subjects classroom be located?

A. The related subjects classroom should be located in the high school building because the students enrolled are juniors and seniors and should be recognized as such in every respect.

Q. What size classroom should be provided for a group of 30 students?

A. The classroom should provide for 25 to 35 square feet of floor space per student. A classroom 25' x 40' would be ideal for a class of 30 students.

Q. Which are more desirable, conventional classroom desks and chairs or tables?

A. Because of the nature of the work, tables and chairs are essential.

Q. What equipment is necessary in a related subjects classroom?

A. Necessary equipment for a related subjects classroom is as follows: 1. Work table and chairs; 2. Teacher's desk and chair; 3. Typewriter with table and chair; 4. One or two 4-drawer filing cabinets; 5. Blackboard space; 6. Bulletin board space; 7. Library, magazine, cabinet.

Q. What seating arrangement should be used in the related subjects classroom?

A. Students may be seated in alphabetical order for the indirectly related period if as many as 15 students are enrolled and by occupational groups for the directly related period. In some instances it is not necessary to assign seats. Students select their own places.

CHAPTER XXXIV

Criteria for Evaluating the Part-Time Cooperative Training Program

"Anything worth doing is worth doing well." This one statement might be said to be the basis of this section of the coordinator's handbook.

An attempt has been made to set up a rating sheet, whereby the coordinator, or any other interested person may at some time rate the effectiveness of the related instruction.

The list of questions are to be answered either "Yes" or "No" on an objective basis.

After the questions have been answered, rate the related instruction as follows:

90-100 questions answered "Yes" - Superior
80-90 questions answered "Yes" - Good
70-80 questions answered "Yes" - Fair
Below 70---------------------- Inferior or Poor

It is believed that if a coordinator will rate the related instruction through the use of the following questions, at regular intervals during the training period, he will be able to strengthen his program.

It may be desirable to have someone else do the checking to secure an unbiased rating. Self evaluation, however, is highly desirable and will enable the coordinator to identify and correct weaknesses which might not otherwise be noticed.

	Yes	No
I. Physical facilities, lay-out, and location of related subjects classroom.		
1. Is the seating arrangement sufficiently flexible to be adapted to the needs of the group?	____	____
2. Is the classroom located in the high school building?	____	____
3. Is the classroom in keeping with other classrooms?	____	____
4. Does the classroom present a neat and business-like appearance?	____	____
5. Are the blackboard and the bulletin board used as teaching aids?	____	____
6. Is the library of the department sufficient to supply the working needs of the students?	____	____
7. Is the library material so arranged that it is easy for all students to use with least amount of confusion?	____	____
II. Correlation of related instruction with job experience.		
1. Are there definite plans for the correlation of related instruction with job experiences?	____	____
2. Is the job experience clearly described and recorded daily on an acceptable report form?	____	____
3. Is the job experience report used as a method of correlation of job experiences with related instruction?	____	____
4. Is there a definite plan for the selection of supplemental related problems?	____	____
5. Is there a definite plan being used for checking and evaluating completed problems?	____	____
III. Use of the Study Guide (Directly Related Instruction)		
1. Is there a plan being used whereby the study guide progress record shows the progress of the student on the job and in related subjects?	____	____
2. Do the progress record sheets of the study guide become a part of the permanent record of each student?	____	____

Yes No

3. Does the student regard the study guide as being an aid to research concerning problems related directly to his job? ____ ____

4. Has the study guide been "sold" to the student as a tool that will aid him in acquiring information properly coordinated to his daily activities? ____ ____

5. Does the student have a thorough understanding of how the study guide is to be used? ____ ____

6. Has the student been taught to exercise his initiative and originality in solution of problems listed in the study guide? ____ ____

7. Has the student been given a method of attacking the jobs and problems which are included in the study guide? ____ ____

8. Is there a definite provision made for the storing of the study guides when not in use? ____ ____

9. Is there a provision whereby the employer is kept informed concerning the work done by the student as a result of the use of the study guide? ____ ____

10. Is progress in the study guide kept accurately and up-to-date? ____ ____

IV. Reference materials and supplies.

1. Is there ample supply of reference material provided for each occupation in the program? ____ ____

2. Are the recommended key tests for each study guide provided? ____ ____

3. Is the available reference material up-to-date? ____ ____

4. Are the student's personal belongings including notebooks, study guides, and supplies kept in a systematic way? ____ ____

V. Indirectly related instruction.

1. Is the method of approach to each indirectly related problem used so as to challenge student's initiative? ____ ____

2. Is student participation encouraged in the class discussion? ____ ____

3. Is there an organized plan for selecting appropriate indirect related subjects? ____ ____

		Yes	No
VI.	Techniques in directed student research.		
1.	Is there a plan whereby the employer might help in selecting related subjects and materials?	____	____
2.	Are local businessmen used as authoritative sources of information?	____	____
3.	Is there a plan in effect to determine student interests and needs when it is necessary to make supplemental assignments?	____	____
4.	Can the coordinator determine the student's ability and interests from records and previous tests given?	____	____
5.	Are students taught how to properly use the library for research?	____	____
VII.	Methods of checking notebooks and written work.		
1.	Are there definite objectives set up for notebook work, both directly and indirectly related instruction?	____	____
2.	Are notebooks checked for these objectives?	____	____
3.	Do the students understand the procedure for accomplishing these objectives?	____	____
4.	Do the students help determine the purposes of their projects?	____	____
5.	Do the students understand the coordinator's methods of checking written work?	____	____
VIII.	Testing techniques.		
1.	Are students given an equal opportunity to express themselves in oral as well as written reports?	____	____
2.	Are the written tests adequate to measure technical knowledge?	____	____
3.	Are the tests objective in nature?	____	____
4.	Are the tests objectively scored?	____	____
5.	Is the student given ample opportunity to express his knowledge of his job?	____	____
6.	Is there a method by which actual job and technical knowledge may be measured?	____	____

	Yes	No
7. Is actual technical knowledge measured in the final examination?	____	____
IX. Classroom activities.		
1. Are students given a chance to report actual job activities to the class?	____	____
2. Is instruction for each occupational group carried on by the coordinator?	____	____
3. Are conferences held by the coordinator with each student?	____	____
4. Is each student assigned definite responsibility for classroom activities?	____	____
5. Are students made to feel responsible for the appearance of the classroom?	____	____
X. Desirable student conduct in the classroom.		
1. Is there a business-like attitude in the classroom?	____	____
2. Is there an atmosphere of seriousness in the classroom?	____	____
3. Is work started with a minimum of lost time at beginning of the class period?	____	____
4. Is work carried on until the close of the period?	____	____
5. Does the proper relationship exist between the coordinator and the class as a whole?	____	____
XI. Instructional aids and their uses.		
1. Are the visual aids made available by the school used effectively by the coordinator?	____	____
2. Are occupational films used and follow-up instruction given?	____	____
3. Is the film schedule worked out at the beginning of the year?	____	____
4. Are all films previewed by the coordinator before being shown to the class?	____	____
5. Are other faculty members invited into the class to listen or participate in discussion?	____	____

		Yes	No
	6. Are outside speakers used as an aid in discussion groups?	____	____
	7. Are up-to-date charts and pamphlets used in the classroom?	____	____
	8. Is the school library used by students and coordinators as a means of additional information?	____	____
XII.	Handling fast and slow students in related study work.		
	1. Is there a definite policy set up for meeting the needs of both the slow and rapid learners?	____	____
	2. Is an objective method used to identify the slow and rapid learner?	____	____
	3. Are regular conferences held between each student and the coordinator?	____	____
	4. Are the rapid learners assigned enriching experiences to utilize their time to greatest advantage?	____	____
	5. Is an effort made to determine causes of any slow progress?	____	____
	6. Is the ability and interest of the rapid learner challenged?	____	____
	7. Are slow learners given extra attention?	____	____
XIII.	Student written work--final form.		
	1. Is all work handed in by the students required to meet uniform standards?	____	____
	2. Do the students understand these requirements?	____	____
	3. Do the students know what part of the work handed in will become part of the permanent record?	____	____
	4. Does the coordinator have a plan for checking written work to make sure that is meets requirements?	____	____
XIV.	Supplementary reading.		
	1. Is there provision for supplementary reading?	____	____
	2. Are students required or encouraged to read the newspaper daily?	____	____

			Yes	No
	3.	Are reports on occupational information required from each student as a result of reading?		
XV.	Personal development of the student.			
	1.	Is there a definite program for personality development?		
	2.	Is there a method by which remedial personality instruction may be given?		
	3.	Is a personality rating sheet used for each student?		
	4.	Are students encouraged to initiate individual personal development programs?		
	5.	Are tests given as a means of checking personality development?		
	6.	Do employers aid in personality checks?		
XVI.	Employer relationship with in-school work.			
	1.	Is there a plan whereby the employer may help determine appropriate related instruction?		
	2.	Is there a method by which the employer is kept informed of the students' progress in school?		
	3.	Is the employer well informed of the progress made by student in both related and indirectly related study?		
	4.	Is the employer encouraged to contribute to the direct related instruction other than on the job?		
XVII.	Grading the co-op student.			
	1.	Does the student understand the process by which he will be graded?		
	2.	Is the employer given a chance to contribute toward the student's related subject grades?		
	3.	Is the student's grade a combination of the work done in class as well as on the job?		

XVIII. Miscellaneous.

	Yes	No
1. Does the program cover a representative group of occupations in which employment is available in the community?	____	____
2. Does the program have full support and cooperation from the administration?	____	____
3. Does the program have full cooperation from other faculty members?	____	____
4. Is the attitude of other faculty members toward the related instruction wholesome and sympathetic?	____	____
5. Is the community fully aware of what the program is trying to accomplish?	____	____
6. Does the school feel that the related instruction period is accomplishing its purpose?	____	____
7. Is the general feeling of the student body one of respect for the Vocational Training Program?	____	____
8. Is there a publicity program in practice?	____	____